1493 Sagewood Circle
Stone Mountain, GA. 30083

May 6, 1999

Dear Craig,

Thanks for your work with the "Deeper Love" workshop series.

It has helped me in so many ways.

Again, Thank you.

Julius Thompson
(404) 932-1174

DEEPER LOVE

A Workshop

For Gay/

Bisexual

Men of

African

Descent

A program of:

AID
Atlanta

New Tools for
a New Era.

(404) 872-0600
www.aidatlanta.org

The Workshop

It's A Black Thing Too!

The floor is open. Real talk about our lives as black gay/bisexual men. How we see ourselves, how others see and deal with us. Defining our place within the black community and the community-at-large. Exploring our multiple identities, claiming our space.

Dates, Love and Happiness

Men-On-Men. What do we want from the men we like? How to get it. What does monogamy mean to you? Booty calls in the '90's "Don't ask-don't tell" policy. Open relationships. What makes some men "trade"? Who is Mr. Right, How do I meet him? Am I ready for him? What about Mr. Right Now?! Come. Unravel the mysteries of love and lust and all the in-betweens.

Erotica and More

Let's talk about sex. Dirty talk. What makes it good. What makes it better. Where do we get it? Are we doin' it and doin' it well? Why do we do it? How important is it? What about HIV? To suck or not to suck. Tossing salad. Strollin in the park, through the trails. The art of latex. Safety versus trust. It's all that and more.

Talk To Me

Say It, Do It, Show It, Prove It. Communication, the magic that inspires good love, hot sex, lifelong friendships. The spoken word and how to work it. Setting a date. Resolving a conflict. Bringing up safer sex. Defining your relationship. Telling a friend you're interested. Asking for help. How to talk, how to listen and how to communicate better!

DEEPER LOVE

interested?

411

call 404-872-0600 to register. The workshops are for small groups of men so you should contact us ASAP. To get the most out of Deeper Love, you should come to all three (3) sessions. You'll be glad you did!

The Deeper Love Workshop is a three-part series developed for gay and bisexual men of African descent. The Workshop addresses many of our concerns such as sexuality, intimacy, HIV/AIDS, communication, spirituality and community building. We provide a safe space for men to explore issues relevant to our entire identities.

Black Coffee

- Introduction
- Personal Index Card - Have them fill this out
  - What is it about you that makes you a man?

- Di Photo Essays

- Divide into 4 small groups

- Have them do photo essay
  - What is he like?
  - What does he do for a living?
  - Hobbies
  - Whats he like sexually?

- Group reports

- After every group reports
  - ask why they came to their conclusions about masculinity/gender roles

Process Questions

- How important is masculinity to being a man

- How important is gender expression/behavior

- Does being a top make you more of a man
  Does being a bottom make you less of a man?

- What is youre idea of a real man?

Review of Personal Cards

Evolution Open House

Thanks – AA, Staff, Vols   Donna Alexander
- Community Partners and Friends
- YM of Evolution

Serve as PM
Evol + GO – 2 pops
YBGM and Trans   White Gay Men
Living with HIV
Involved Prevention
Writing Working for Social Change all my life
This position is an inspiration
Home – Heart in my work   Work in Heart
AA – bridge builder, barrier breaker
way maker for our members
finding HIV status – ~~expanding~~ getting access to meds
– realizing full potential
Impact – grant proposal
Evolution – jewel
approach demonstrates bottom line
Members come 1st
~~You are valuable~~ Regardless of what they
say or think about you – yonder
U are valuable   U matter
And BGM lives are priceless and must be saved

Ⓠ Everytime

It ~~is our young members who motivate to do our best. Every day i walk through that door~~

- ~~Every~~ And young Black gay men & ~~need to~~
- ~~o~~ need a place where they can show each other. Are we not beautiful, we can do anything, we ~~[illegible] HIV~~
- PM
- Honor + commitment

they ~~we~~ are not a statement

Evolution is one of the jewels of this agency. It many ways it ~~represents~~ Evolution demonstrates the bottom line of this agency.

We ~~show through our service~~, the ~~program~~ ~~social events this space~~, th

That our members ~~lives are precious~~ matter, ~~They~~ come first.

~~As is~~ Regardless of what they say or think about you yonder what they do not love your flesh

~~Here you~~ are

~~We~~ You are value. You ma~~ke differ~~ matter

And at Evolution as my brother Essex Hemphill declared Black gay mens lives are priceless and must be saved

~~I'm~~ proud to be part ~~member~~ of the Evolution ~~family~~ Project because Evolution is much more than an HIV prevention program. ~~The people that designed Mpowerment intervention and the staff that implemented~~ My hat & scarf off to the designers of the Mpowerment intervention. The staff that run this program, they know that in order to be an effective prevention program you have to be about more than HIV preventi

① Evolution is a fierce improvisation of a fabulous program design.

— We are a community center where We ~~social services~~ people can connect ~~where you can a safe space~~ where ~~women~~ ~~young men~~ to ~~connect~~ for.

A Evolution is a ~~leader~~ ~~leadership~~
— academy where ~~members~~ ~~preparing our~~ our young men ~~are leaders~~ trained to be leaders in their communities

— It is a sanctuary, where young men ~~experience~~ ~~have~~ safety free to be their full selves

This is all made possible by an amazing team

Lloyd Allen
Antoine
Chase
Jon
Kevin
Mudia
~~Lloyd~~
Harlan Smith

~~Being with you~~

~~I watch how you~~

You make me thankful for this chapter
of my career

~~The~~ Your openess to learn, to be
challenged, to speak your mind
when you don't know how it will be
taken, the courage you have to
share your struggles, your doubts in Brother
Speak
~~B2B~~,
~~the way y'all carry on watching a film~~
the way in which you embraced Denise, Anita,
and Zoe,
~~the creativity a~~ all the creativity you bring
new ideas you bring to challenge us
You model excellence. Thank you for trusting
us.

Than

Thanks - AA, Donna, Community Partners + Friend,
YM of Evolution
Manager - Evol + GO
YBGM + Trans and WGM
Living w/ HIV, Work, Social Change
-Position is in inspiration
- Home - Heart in my work - Work is my heart
AA - bridge builder, barrier breaker
way maker - finding status, a~~cce~~ meds, potential
Impact
Evolution - jewel
~~Bottom line~~ Approach - Bottom line
Members come first
Regardless - Yonder
U are valuable, U contribute, U matter,
We honor you for daring to show up
walk through that door
This project founded belief Essex Hemphill
All Black gay mens lives are precious
and must be saved
Proud - More than HIV prevention program
Hats ~~Thanks~~ off to the designers of the MPowerment intervention
A deep courtsey the staff - in order effective HIV prev
you have to be about more than HIV prevention
You have to serve, support + learn from
larger context of their lives - not just how many
UAI
Fierce improvisation - Fab program
Community Center - connect support peers, receive services
Academy - YM trained to be leaders
Sanctuary - Safety Free - Possible by staff

I have the privilege of managing
~~maj~~
an amazing team of young men
ded~~icated to demonstrate~~
m~~odel black gay men's~~
Model of e~~xcellence~~ and ~~greatness~~ excellence
Not only cuz they are ~~skilled~~, skills &
~~Creative, hard working, flexible~~, talents

They love the young members they serve

The fact that they are
part of the communities they serve
challenge – greatest strength
→ Lloyd Antoine Chase Jon Kevin ←
Mudia and Harlan Smith
Working with them one greatest ~~a~~ reward
professional and personal life
And special to N
And to the Members of Evolution,
This is all for you It's all about you,
W~~atched Watched~~ you grow
Thes ones I see everyday.
And call me Papo, Granddad, Mister Craig
The ones who I see once a month
still get a hug
And those I see

Keepin' it **HOT, BLACK & STRONG**
for brothers from

THE DEEPER LOVE PROJECT

When you wanna talk about love, black men, sex, romance, relationships and more - Come get some

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CANDLER PARK AND
EAST LAKE
MARTA STATIONS
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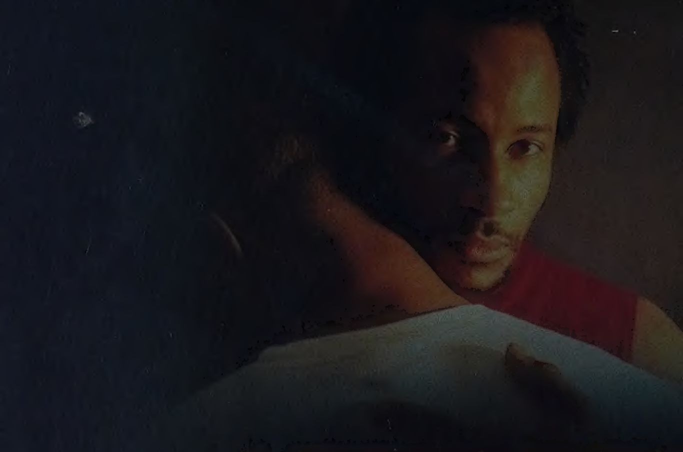

for Brothers "in the life"

THE Deeper LOVE PROJECT

BROTHERS GO **DEEPER**

Sex • Love • Relationships • Risks and Rewards

for Brothers "in the life"

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Deeper Love

Join this dynamic, interactive experience for brothas who love other men. Sex, Love, Relationships, Risk & Rewards: we cover them and everything in-between!.

Think Again

in collaboration with Positive Impact

A monthly series of discussions based on the anthology of the same name, this series brings a new dimension to helping black men empower themselves to live healthy lives. (Copies of the book available FREE at the discussions.)

Bar, Club and Street Outreach

Providing prevention information and materials, and safer sex kits at Atlanta's hot spots.

Get Your Life!

An interactive conversation between young brothaz about love, relationships, sex, and how we take care of ourselves as a community.

FREE HIV Education & Prevention Programming

Including seminars, personal experience speakers, and classroom or on-the-job presentations.

For more information, contact

Deeper Love Project
(404) 870-7746
deeperlove@aidatlanta.org

AID Atlanta
www.aidatlanta.org

layout: emdesignsgroup.com | 404 230 2822

photo: malik m.l. williams | 404 808 6873

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For more information, contact
The Deeper Love Project
404.870.7740
deeperlove@aidatlanta.org

AID Atlanta
www.aidatlanta.org

layout: emdesignsgroup.com | 404.230.2822

photo: malik m.l. williams | 404.808.6873

Rev

THE DEEPER LOVE WORKSHOP
Facilitator's Manual

StandardMaterials: (flipchart or board; sign-in sheet, clipboard, name badges)

SESSION ONE " ***Starting With Community"*** **(Materials: markers, name tags,House Rules sheet, community questions, suggested readings list (general))**

I Introduction (30 min)

A. Welcome

Welcome all new participants to the Deeper Love Workshop Series. Introduce yourself and thank people for attending. Emphasize the importance of their participating in a program like this. Address the need for gay/bisexual men to be able to exchange and learn about their needs and issues in a way that embraces their whole identity.

B. Check-In

Have participants share briefly about how they are feeling, how their day has been, as in a general check-in. This will give people an opportunity to express their state of mind and to feel welcome to the process after acknowledging where they are moodwise.

C. House Rules

Explain that the Deeper Love House Rules were establish to ensure safety, confidentiality and comfort for all participants. The House Rules are actually guidelines to enhance discussions that are fun, provocative and stimulating. Briefly explain each of the House Rules. Examples are usually helpful. Ask if there any questions about any of these.

1. Respect confidentiality of others
2. Be non-judgemental
3. Use "I" statements, when possible
4. Speak as you would normally
5. Be concise - please get to the point
6. Be "real" - no "pageant" answers!
7. Ask questions
8. Stay open-minded
9. Know your boundaries
10. Please be on time

D. Paired Introductions

Have participants form dyads (couples) with someone they don't know. Give them 5 minutes to inform themselves about each other. They will be prepared to introduce their partners to the rest of the group and say a little bit about them (i.e., birthplace, hobbies and interests, relationship status, etc.).

II. Goal Setting(5 min)

Ask them to identify some of their expectations for this workshop. Prompt them by asking what went through there minds when they registered, as they were on their way

that evening. Ask what do they hope to gain from this experience and if there are any particular issues they would like to work on. List responses on flip chart . Save the responses for discussion in the final session.

III.Social Identity (1 hr 15 min)

A. Patriarchy and Homophobia (30 min)

The confluence of racism, class elitism and homophobia has a profound effect on the self-image and sense of community among black gay men. In this section participants view selected segments from Marlon Riggs' seminal critique "Black Is... Black Ain't"

After the viewing, open the floor for comments. Ask what they thought about the clip.Here are some suggested point questions:

1. Do you believe we can be ourselves in our own communities?

2. What does society expect from men? What do we value in men as a whole? How does society define masculinity? What does this mean in the context of black culture? Are there differences in what society expects from gay and straight men?

3. Is there a black gay community? How have black gay men responded to the HIV epidemic? Is there a community beyond the club circuit?

4. What do black gay men expect from each other? How do we treat each other? How do we define masculinity? How important is the perception of masculinity to us?

Home Exercise

Ask three (3)gay/bisexual men the following questions. Please write down their answers and bring them with you to our next session?

1. Do you believe there is a black gay and lesbian community? Why?
2. What does being out mean to you? How does that apply to your life?

Check Out -

End of Session One

SESSION TWO *"Relationships 1 on 1"* (Materials needed: flip chart, index cards, pencils)

I. Check In (5 min)

II. Home Exercise Review (15 min)

Ask 1 or 2 participants to share the answers to the homework questions. Ask them for any explanations their friends may have offered to support their ideas/opinions about black same-gender-loving community. Invite other participants to share their own ideas/opinions about the subject. The time for this discussion is short, so you may want to limit number of participant responses. You can use the following point questions:

How can we create a greater sense of community among black sgl men and women?
Describe how you relate/interact with black gay/lesbian community
What do you think you can do to help build community?

II. DATING (40 MIN)

A. Dyad Discussion (15 min)

Have them pair up to interview each other. They will ask each other the following questions relating to "Dating".

(1) What kind of man, what "type(s)" are you attracted to?
(2) What does a "date" and "dating" mean for you?
(3) How/when do you communicate your expectations?

B. Group Discussion (25 min). Have the 2 or 3 participants share their partner's answers. Remind participants that there are different definitions of dating and different kinds of expectations may result. Emphasize the importance of

(a) being self-aware;
(b) communicating your feelings/expectations to your dating partner;
(c) communicating in a way that your partner will really "hear" you;
(d) learning about your partner's feelings/expectations.

III. RELATIONSHIPS (1 HR 15 MIN)

The purpose of this discussion is to explore our definitions, expectations and behaviors in the context of building sexual/romantic relationships. Participants will address the following areas:

The kind(s) of relationship(s) desired
What components make relationships work
Physical and non-physical characteristics desired in a mate
Negotiable and Non-Negotiable standards
Self-identified desirable and diffficult characteristics in self
Areas to be enhanced within self

A. Definitions and Features (group discussion)(15 min)
1. **Reasons**. Have participants list the reasons why men engage in sexual/romantic relationships using short phrases (8 words or less) i.e., "fun, pleasure, no commitment" You can add other examples like "wanting to not be lonely", "thrill of the moment", "companionship". Point out that there many different reasons why people get into relationships of one sort or another

2. **Types.** Have participants list different types of relationships. Write items on flipchart. Suggested examples can include "monogamy", "public sex", "serial monogamy", "open relationships", "group sex", "booty calls". Remind the group that we can respect each other's right to experience a wide range of relationships and sexual experiences.

3.**Features.** Prompt participants to share the things that make their own relationships (past and present)work. Entries can include "sexual honesty", "faithfulness", "good communication".

So often men come to the workshop sharing their frustrations and confusion about finding "good men" and healthy relationships. Although there may be many such relationships, they are often not visible to the majority of black gay men who are seeking companionship.We often speak or hear about our low expectations regarding relationships. It would seem that we as black gay men either don't really want relationships or don't know how to identify the "right" partners and sustain relationships with them.

B. Self-Assessment.(60 min)
1.**Characteristics (10 min)** Hand our quizcards for this segment. Inform them that they are not required to share their answers but that they will have the opportunity if they desire. Ask participants to write down the following on their cards.

The type of relationship they most desire (instruct them to choose 1 for this discussion)
Physical characteristics of relationship partner (at least 5)
Non-physical characteristics (at least 5)

2. **The Non-Negotiables (15 min)** Have them examine their lists of physical and non-physical characteristics and identify what if anything on these lists is non-negotiable. After they have finished, invite them to share how they feel about their respective lists. Emphasize the following points:

The more non-negotiable items, the narrower the selection of men (Ask about their concerns about this)
Consider that non-negotiables may be subject to change over time as our needs change
We might make exceptions around partner standards for certain types of men
We might make exceptions around relationship standards for certain types of men

3. **Why I'm A Good Catch (5 min)**Ask participants to write down qualities (3 each - physical and non-physical) that make them an attractive partner. Invite them to share 2 with the group. Affirm the positive collective attributes of this group as "good" men that would make attractive relationship partners.

4. **Dyad Discussion (20 min)** Participants pair up. They identify and share with their partner at least 3 areas of improvement that they can work on to become better partners. When they are finished listing the "areas of enhancement" have them discuss at least 1 way they can work on these areas (i.e., "read a book about gay relationships", "spend more quiet time alone"). Make sure they write down these enhancement areas and action steps.Encourage them to consider simple, realistic approaches that are within their current means. Invite them to share how they felt when writing these down. Emphasize that they don't have to feel bad or shame themselves when addressing these areas.

V. Check Out.(5 min)
End of Session Two

SESSION THREE: " *Sexuality and Safer Sex*" (Materials needed: TV/VCR;porno video, activities sheet, suggested readings list (men's sexuality);HIV Disclosure Skills sheet; Participant's phone list)

I. Check In (5 min)

II.NIGHT AT THE MOVIES -Porno Discussion (15 min)

Tell them you are about to show some sex scenes. Advise them that if they are not comfortable with this exercise they can excuse themselves for the 3-minute viewing. They will share their opinions and feelings about the film on the sheet. After 3 min, turn off TV/VCR and begin discussion.

1.Which scenes did you like the most? Why?
2.Is there anything you do that you haven't seen in a movie?
3.Do we have to have intercourse to have sex?

III. WHAT IS GOOD SEX? (40min)

Dyad (30 min) Divide the group into pairs. Have each person in the pair "interview" each other for 15 min each. Have them ask the following questions:

What was the best Sex you've ever had? What made it so good?
Do you enjoy being penetrated?
Do you enjoy penetrating your partner?

Group (10 min) At the end of the interview give 2 - 3 participants the opportunity to share their answers with the larger group. Ask them what it felt like to ask and be asked these questions. Ask them if they are getting what they want and, if not, what can they do to achieve it.

B R E A K (5 min)

IV. SEX and RISK ASSESSMENT (40 min)

ACTIVITIES Sheet Exercise

Get group to tell you which body fluids contain HIV. Write on flip chart. Make sure that the list includes: BLOOD, SEMEN, PRE-CUM/PRE-EJACULATORY FLUID, VAGINAL FLUID, BREAST MILK. Explain that the other fluids which may be on the list may contain HIV, however they are not considered to contain large enough quantities of the virus to cause infection, they are only potentially infectious if blood is present.

Hand out "ACTIVITIES WORKSHEET" and ask participants to rate the activities from 1 - 10 ("1" being the lowest; "10" the highest) in terms of the risk of HIV transmission. EMPHASIZE THAT THER ARE NO RIGHT OR WRONG ANSWERS HERE. WHAT ONE PERSON CONSIDERS "SAFER", ANOTHER PERSON MAY CONSIDER"UNSAFE". A CONDON DEMONSTRATION SHOULD BE WEAVED INTO THIS PRESENTATION.

Have individuals tell you the following for each activity:

1. **How would they rate the activity?**
2. **How is HIV transmitted here?**
3. **If appropriate, how could you make the activity safer?**

Make sure you address the risks to both insertive and receptive partners. If the individual does not give you a complete answer, tactfully throw the question out to the group. Don't give any answers unless it's really necessary. Draw the analogy with other activities that involve a certain amount of risk. Come up with your own examples. The objective is to get some perspective, and to emphasize personal choice.

VII. ROLE PLAY (45 min)

The purpose of this exercise is to increase skills and comfort in communicating our needs and desires with our partners.

A. In-House

***Exercise* (5 min).** Select 2 volunteers (either during the break or at the beginning of this exercise) to do a role play scenario. Take the "couple" aside and prepare them separately by briefly going over their respective scripts. While they are outside of the room, briefly explain the scenario to the entire group. The couples come in, they are introduced and then they do the role play.

***Review* (40 min)** After the role play is done, have the group discuss it. Make sure that the discussion addresses the following:

1. **What were the issues involved?**
2. **How effectively were the issues resolved?**
3. **How would they (participants) have handled the situation?**

B. Home Exercise (5 min)
The homework is for the remaining participants who did not act in the role play. They will be matched with a partner and will act out the scenarios at home. Randomly assign each of them a scenario. Briefly go over their scenarios with each individual to make sure they understand the situations. Match them with their assigned partner. Hand out participant phone lists and have them note their partner's phone number. Tell them that they are to negotiate with their partner to decide the time, place and setting for the role play. They can do it in person or over the phone, at home or in a coffee shop, when and wherever they choose as long as it is before the next session. Inform them that they don't have to deliver Oscar-winning performances, just relax and act naturally and follow your instincts, placing yourself in the scenario.Ask them to record how the role plays went since they will be sharing that with the group at the beginnning of the next session.

VII. CHECK OUT (5 min)

End of Session Three

SESSION FOUR *"Affirmations"* **(Materials needed: "Overcoming Negative Thought Patterns" sheet; certificates, evaluation sheets)**

I. **Check In (5 min)**

II. Home Exercise Review (20 min)
Have participants provide feedback about how their role plays went. Each should begin with a brief synopsis of their "skit" and their character. Role play partners should present consecutively if both are present. Ask the following questions:

1.What challenges did you have doing the role play?

Possible challenges may include- Logistics /Comfort in doing Role Play/ Communication/ Persuading your partner

2. How did you relate to the character and/or "skit" (invite them to refer to personal experience)?

In summing up the role play review, make sure the group appreciates the following points:

Encourage more awareness about barriers to effective communication (insecurity, wanting to please partners, fear of rejection)

Point out how we should maintain self-awareness - knowing what's going on internally (and accepting that we sometimes don't know!).

Reference previous discussions about (a) concerns about HIV and safer sex; (b) sexual tastes and sex values; (c) needs and choices regarding relationships. Use these as examples of what we use to inform our decisions.

III.Communication Styles (30 min)
Remind the group of the importance of being able to communicate needs and desires to a partner effectively. Encourage the group to (a)know what it is you want and what you do not want, (b)communicate to your partner such that he is likely to receive it well without wanting to defend or shut down; (c) ask your partner what are his needs and desires.

Introduce 4 basic communication styles. Write each as a separate heading; offer a brief definition; and ask the group for examples of each.

Passive - Allowing others to make decisions for you, even though you may resent it; feeling helpless and powerless; rarely expresses feelings openly and appears to have little sef-confidence.

Aggressive - Expresses feelings openly, but in a way that puts others down. Seen by others often as obnoxious, rude, vicious, egocentric.

Indirectly aggressive or Passive/aggressive - Subtle manipulation - anger not expressed openly; but acted out. Seen by others often as manipulative, sneaky.

Assertive - Able to state views and desires directly and openly without being obnoxious. High self-confidence and feeling of personal power; respects rights and feelings of others, evaluates a situation, decides how to act, and then acts without reservation

IV. DISCLOSURE. (30 min)

Introduce the topic of HIV disclosure as a prime example of the importance of communication between sexual/romantic partners. This focus addresses the challenges and factors that affect if, how and when men disclose HIV+ status. Facilitator should make following points about disclosure:

1.Whether and how HIV status is disclosed depends upon (a) the individual; (b)his partner; (c)the social context/setting; and (d) the sexual context/setting.

2.The anticipation of disclosing can cause a great deal of anxiety due to the following (ask the group for some examples):
 -fear of sexual rejection
 -fear of loss of confidentiality
 -not wanting "1000 questions" about HIV and the HIV+ partner's health

3. There is no simple formula or rule to disclosing.

4. Disclosing is interactive, it involves 2 parties: one giving information and the other receiving it. By his attitudes, behavior, language, the receiving partner may influence how the information will be given.

5. The type of relationship with a partner (anonymous, casual, regualar sex partners)may determine whether and how one will disclose.

III. Overcoming Negative Thinking(45 min)

This exercise offers information about reframing negative thought patterns that often block our sense of self-esteem and fulfillment. These patterns may hinder our capacity to make healthy decisions and negotiations that work in our best interest. The goal of reframing these patterns into affirmative thinking can be met by doing the following objectives:

1. **Recognize negative messages and self put-downs.**
2. **Get in touch with underlying feelings.**
3. **Counter negative message with true affirmation.**

A. Have the group list some examples of different kinds of negative thinking. Use a few examples from the "Distortions In Thinking" list in case the group is stuck. Ask participants to give personal examples of these patterns.

B. Have each participant select one negative thought pattern that they have historically/currently applied to themselves. Inform them that they can keep the info to themselves and they may share if they are comfortable doing so.

C.Take one example (preferably one offered by the group or one that is prepared) through the reframing process suggested (see "**Overcoming Negative Messages"** sheet). Write out the process steps on the flipchart:

1. **Notice the negative message.**
2. **Recognize what you're really saying to yourself (i.e., "I'm judging myself" ; "I'm limiting myself because I'm HIV+")**
3. **Get in Touch with real feelings.**
4. **Identify the Negative pattern.**
5. **Acknowledge the Protective function.**
6. **Counter the negative message with your true abilities**.

Use one of the examples as an outline and help the participants do the reframing.

IV. Graduation (15 min)

Thank the participants for being a part of **The Deeper Love Workshop**. Emphasize the importance of having a safe space for gay men of African descent to have meaningful dialogue. Point out that while HIV/AIDS is a very important issue affecting us, it is not the only concern. We have a very full menu of needs and issues and this program has addressed a few of them. Remind them that this program was not designed to provide all the answers, but rather to help enhance skills in assessing what we want and how we can get it. Encourage them to tell others about this program. Invite them to the **Black Coffee** monthly gathering. Remind them about other organizations like "**Second Sunday**"; "**Brothers Back2Back**"; "**Concious Connections**"; "**Card Players of Atlanta**" and others that were formulated expressly for black gay men. Hand out participant phone lists.

Presentation of Certificates (5 min)

Call out individuals names and present them with **Deeper Love Certificates of Merit**.

Hand Out Evaluations (10 min)

V. CHECK OUT (15 min)

End Of Workshop

RELATIONSHIPS - WHAT DO WE WANT?

1. How do you define "being in a relationship?" Be as specific as possible.

2. At this point in your life, do you want to be in a relationship? Why or why not?

3. What qualities do you possess that make you a good relationship partner?

4. Identify areas that you would like to work on in order to become a better relationship partner.

5. Does your partner's HIV status matter to you? How?

My Current Reality

Please answer the following questions honestly. You will not be asked to share your answers with anyone. The questions refer to what you have done in the last 3 months.

In the past 3 months I have had ____sex partners
I have had anonymous sex____times

I will have sex with someone who is HIV positive Y/N
A man's HIV status affects the kind of sex I will have with him. Y/N
I am likely to take more chances with someone I believe is HIV negative. Y/N

Jacking off together is sex to me Y/N

I have had sex while "high" ____times Y/N
I like sex when I'm high Y/N
I have had sex drunk____times.
I like sex when I'm drunk Y/N

I have sucked____men's dicks
I have penetrated another man____times

I used a condom when penetrating another man____times

I have been penetrated by another man____times
"He" used a condom____of those times

Use the following scale for the following questions:
Not at all *Somewhat* *Very*

I feel that I am attractive to other men. (Circle one)
Not at all *Somewhat* *Very*

I feel good about where I am in Life (overall).
Not at all *Somewhat* *Very*

I *have made/am ready to make/have not made* (circle one) a commitment to reduce my risk for HIV/STD infection.

(See other side)

I am really looking for (circle as many as apply):

A trick
Someone to date (with sex)
A booty call
A committed relationship (monogamous)
Someone to date (without sex)
An anonymous encounter
A 3-way
A committed relationship (non-monogamous)
A casual sex partner
A group of sex partners

I know my HIV status Y/N

I know this because____

____

____

If I haven't had sex in a long time and I want to have sex I feel____

____

____

____

Overcoming Negative Thinking
(Contains materials from "Reclaiming Your Life" by Rik Isensee)

Distortions In Thinking

* Perfectionism
* All-or-nothing Thinking
* The tyranny of "should"
* Limiting yourself with a label
* Ignoring the positive and exaggerating the negative
* Overgeneralizing
* Taking things personally
* Anticipating the worst
* Comparing yourself to others

Feelings & Conclusions

Event: Left by partner
Underlying Feeling: Sad
Negative Conclusion: I'm never going to find anyone else
Result: Hopeless and Depressed

Countering Unrealistic Conclusions

"I'm really disappointed that this didn't work out. I feel sad and lonely, and I miss the good times we had together. After all these disappointments, I'm afraid I'll never find anyone. But I don't have to keep telling myself I'm never going to be in another relationship, because that will just keep me from meeting anyone new. I feel sad and maybe I need to withdraw for a while, but eventually I'll be ready to reach out again and meet other men. Just because things didn't work out doesn't mean I'm not a worthwhile person or that I don't deserve a loving partner. I have a lot of kind and loving qualities that I could bring to a new relationship."

Overcoming Negative Messages

The Process

1. Notice the negative message.
2. Recognize that you are putting yourself down.
3. Get in touch with underlying feelings.
4. Identify the distortion in thinking.
5. Acknowledge the protection function.
6. Counter the negative message with your true abilities

Examples

EXAMPLE 1

1. Negative Message: **You're not going to have a trusting relationship because men are dogs. Especially the last one you dated.**
2. Recognition: I'm giving myself a negative message.
3. Underlying feelings: I am hurt because I trusted someone once before and I'm afraid of being hurt again.
4. Distortion in thinking: **overgeneralizing from past disappointments**.
5. Protective function: to keep from being hurt again.
6. True abilities: I have the ability to trust again even though I may be afraid. I know I deserve the kind of partner who deserves my trust.

EXAMPLE 2

1. Negative message: **You are a failure. You are supposed to use a condom each and every time and you slipped up.**
2. Recognition: I'm aware that I'm putting myself down.
3. Underlying feeling: sadness / disappointment in self.
4. Distortion in thinking: **perfectionism**
5. Protective function: to prevent humiliation.
6. True abilities: Sometimes I don't do what I set out to do but I can always learn from my mistakes

EXAMPLE 3

1. Negative Message: **You should not let sex be so important**.
2. Recognition: I'm aware that I'm puttting myself down.
3. Underlying feeling: Shame about sexuality
4. Distortion in thinking: **the tyranny of "should"**
5. Protective function: to prevent shaming .
6. True abilities: It's alright to really enjoy sex. My sexuality is an important part of who I am. I can enjoy sex in a healthy way.

EXAMPLE 4

1. Negative Message: **You tested positive for HIV, so no one will want you ever**.
2. Recognition: I'm aware that I'm limiting myself because of my HIV status.
3. Underlying feelings: anger, sadness, fear
4. Distortion in thinking: **anticipating the worst**.
5. Protective function: protection against being rejected.
6. True abilities: I can have sex and still be safe. There are a lot of men who are willing to be sexual and/or be in a relationship with someone who is HIV positive. I can reach out for support from other men and find out how they've been dealing with this.

EXAMPLE 5

1. Negative Message: **You're too sensitive.**
2. Recognition: I'm aware that I'm judging myself.
3. Underlying feeling:hurt
4. Distortion in thinking: **Limiting yourself with a label**.
5. Protective function: to avoid being hurt.
6. True abilities: it's great to be sensitive to my surroundings--that's what keeps me alive. I can also check out my perceptions to see whether they are accurate.

EXAMPLE 6

1. Negative Message: **You've had very risky sex with him before, so why bother with safer sex now**.
2. Recognition: I'm aware that I'm trying to rationalize high-risk sex.
3. Underlying feeling: anger at myself for previous high-risk sex.
4. Distortion in thinking: **all-or-nothing thinking**
5. Protective function: to avoid having to take responsibility for my behavior.
6. True abilities: I know I didn't have safer sex before, but it's still important to reduce my sexual risk now.

THE DEEPER LOVE WORKSHOP
Facilitator's Manual

StandardMaterials: (flipchart or board; sign-in sheet, clipboard, name badges)

SESSION ONE " ***Starting With Community"*** **(Materials: markers, name tags,House Rules sheet, community questions, suggested readings list (general))**

I Introduction (30 min)

A. Welcome

Welcome all new participants to the Deeper Love Workshop Series. Introduce yourself and thank people for attending. Emphasize the importance of their participating in a program like this. Address the need for gay/bisexual men to be able to exchange and learn about their needs and issues in a way that embraces their whole identity.

B. Check-In

Have participants share briefly about how they are feeling, how their day has been, as in a general check-in. This will give people an opportunity to express their state of mind and to feel welcome to the process after acknowledging where they are moodwise.

C. House Rules

Explain that the Deeper Love House Rules were establish to ensure safety, confidentiality and comfort for all participants. The House Rules are actually guidelines to enhance discussions that are fun, provocative and stimulating. Briefly explain each of the House Rules. Examples are usually helpful. Ask if there any questions about any of these.

1. Respect confidentiality of others
2. Be non-judgemental
3. Use "I" statements, when possible
4. Speak as you would normally
5. Be concise - please get to the point
6. Be "real" - no "pageant" answers!
7. Ask questions
8. Stay open-minded
9. Know your boundaries
10. Please be on time

D. Paired Introductions

Have participants form dyads (couples) with someone they don't know. Give them 5 minutes to inform themselves about each other. They will be prepared to introduce their partners to the rest of the group and say a little bit about them (i.e., birthplace, hobbies and interests, relationship status, etc.).

II. Goal Setting(5 min)

Ask them to identify some of their expectations for this workshop. Prompt them by asking what went through there minds when they registered, as they were on their way

that evening. Ask what do they hope to gain from this experience and if there are any particular issues they would like to work on. List responses on flip chart . Save the responses for discussion in the final session.

III.Social Identity (1 hr 15 min)

A. Patriarchy and Homophobia (30 min)

The confluence of racism, class elitism and homophobia has a profound effect on the self-image and sense of community among black gay men. In this section participants view selected segments from Marlon Riggs' seminal critique "Black Is... Black Ain't"

After the viewing, open the floor for comments. Ask what they thought about the clip.Here are some suggested point questions:

1. Do you believe we can be ourselves in our own communities?

2. What does society expect from men? What do we value in men as a whole? How does society define masculinity? What does this mean in the context of black culture? Are there differences in what society expects from gay and straight men?

3. Is there a black gay community? How have black gay men responded to the HIV epidemic? Is there a community beyond the club circuit?

4. What do black gay men expect from each other? How do we treat each other? How do we define masculinity? How important is the perception of masculinity to us?

Home Exercise

Ask three (3)gay/bisexual men the following questions. Please write down their answers and bring them with you to our next session?

1. Do you believe there is a black gay and lesbian community? Why?
2. What does being out mean to you? How does that apply to your life?

Check Out -

End of Session One

SESSION TWO ***"Relationships 1 on 1"*** **(Materials needed: flip chart, index cards, pencils)**

I. Check In (5 min)

II. Home Exercise Review (15 min)

Ask 1 or 2 participants to share the answers to the homework questions. Ask them for any explanations their friends may have offered to support their ideas/opinions about black same-gender-loving community. Invite other participants to share their own ideas/opinions about the subject. The time for this discussion is short, so you may want to limit number of participant responses. You can use the following point questions:

How can we create a greater sense of community among black sgl men and women?
Describe how you relate/interact with black gay/lesbian community
What do you think you can do to help build community?

II. DATING (40 MIN)

A. Dyad Discussion (15 min)

Have them pair up to interview each other. They will ask each other the following questions relating to "Dating".

(1) What kind of man, what "type(s)" are you attracted to?
(2) What does a "date" and "dating" mean for you?
(3) How/when do you communicate your expectations?

B. Group Discussion (25 min). Have the 2 or 3 participants share their partner's answers. Remind participants that there are different definitions of dating and different kinds of expectations may result. Emphasize the importance of

(a) being self-aware;
(b) communicating your feelings/expectations to your dating partner;
(c) communicating in a way that your partner will really "hear" you;
(d) learning about your partner's feelings/expectations.

III. RELATIONSHIPS (1 HR 15 MIN)

The purpose of this discussion is to explore our definitions, expectations and behaviors in the context of building sexual/romantic relationships. Participants will address the following areas:

The kind(s) of relationship(s) desired
What components make relationships work
Physical and non-physical characteristics desired in a mate
Negotiable and Non-Negotiable standards
Self-identified desirable and diffficult characteristics in self
Areas to be enhanced within self

A. Definitions and Features (group discussion)(15 min)

1. **Reasons**. Have participants list the reasons why men engage in sexual/romantic relationships using short phrases (8 words or less) i.e., “fun, pleasure, no commitment” You can add other examples like “wanting to not be lonely”, “thrill of the moment”, “companionship”. Point out that there many different reasons why people get into relationships of one sort or another

2. **Types.** Have participants list different types of relationships. Write items on flipchart. Suggested examples can include “monogamy”, “public sex”, “serial monogamy”, “open relationships”, “group sex”, “booty calls”. Remind the group that we can respect each other’s right to experience a wide range of relationships and sexual experiences.

3.**Features.** Prompt participants to share the things that make their own relationships (past and present)work. Entries can include “sexual honesty”, “faithfulness”, “good communication”.

So often men come to the workshop sharing their frustrations and confusion about finding “good men” and healthy relationships. Although there may be many such relationships, they are often not visible to the majority of black gay men who are seeking companionship.We often speak or hear about our low expectations regarding relationships. It would seem that we as black gay men either don’t really want relationships or don’t know how to identify the “right” partners and sustain relationships with them.

B. Self-Assessment.(60 min)

1.**Characteristics (10 min)** Hand our quizcards for this segment. Inform them that they are not required to share their answers but that they will have the opportunity if they desire. Ask participants to write down the following on their cards.

The type of relationship they most desire (instruct them to choose 1 for this discussion)
Physical characteristics of relationship partner (at least 5)
Non-physical characteristics (at least 5)

2. **The Non-Negotiables (15 min)** Have them examine their lists of physical and non-physical characteristics and identify what if anything on these lists is non-negotiable. After they have finished, invite them to share how they feel about their respective lists. Emphasize the following points:

The more non-negotiable items, the narrower the selection of men (Ask about their concerns about this)
Consider that non-negotiables may be subject to change over time as our needs change
We might make exceptions around partner standards for certain types of men
We might make exceptions around relationship standards for certain types of men

3. **Why I’m A Good Catch (5 min)**Ask participants to write down qualities (3 each - physical and non-physical) that make them an attractive partner. Invite them to share 2 with the group. Affirm the positive collective attributes of this group as “good” men that would make attractive relationship partners.

4. **Dyad Discussion (20 min)** Participants pair up. They identify and share with their partner at least 3 areas of improvement that they can work on to become better partners. When they are finished listing the "areas of enhancement" have them discuss at least 1 way they can work on these areas (i.e., "read a book about gay relationships", "spend more quiet time alone"). Make sure they write down these enhancement areas and action steps.Encourage them to consider simple, realistic approaches that are within their current means. Invite them to share how they felt when writing these down. Emphasize that they don't have to feel bad or shame themselves when addressing these areas.

V. Check Out.(5 min)
End of Session Two

SESSION THREE: ***"Getting What You Want - Sexually"*** **(Materials needed: TV/VCR;porno video, activities sheet, suggested readings list (men's sexuality);HIV Disclosure Skills sheet; Participant's phone list)**

I. Check In (5 min)

II.NIGHT AT THE MOVIES -Porno Discussion (15 min)

Tell them you are about to show some sex scenes. Advise them that if they are not comfortable with this exercise they can excuse themselves for the 3-minute viewing. They will share their opinions and feelings about the film on the sheet. After 3 min, turn off TV/VCR and begin discussion.

1. Which scenes did you like the most? Why?
2. Is there anything you do that you haven't seen in a movie?
3. Do we have to have intercourse to have sex?

III. WHAT IS GOOD SEX? (40min)

Dyad (30 min) Divide the group into pairs. Have each person in the pair "interview" each other for 15 min each. Have them ask the following questions:

What was the best Sex you've ever had? What made it so good?
Do you enjoy being penetrated?
Do you enjoy penetrating your partner?

Group (10 min) At the end of the interview give 2 - 3 participants the opportunity to share their answers with the larger group. Ask them what it felt like to ask and be asked these questions. Ask them if they are getting what they want and, if not, what can they do to achieve it.

B R E A K (5 min)

IV. SEX and RISK ASSESSMENT (40 min)

ACTIVITIES Sheet Exercise

Get group to tell you which body fluids contain HIV. Write on flip chart. Make sure that the list includes: BLOOD, SEMEN, PRE-CUM/PRE-EJACULATORY FLUID, VAGINAL FLUID, BREAST MILK. Explain that the other fluids which may be on the list may contain HIV, however they are not considered to contain large enough quantities of the virus to cause infection, they are only potentially infectious if blood is present.

Hand out "ACTIVITIES WORKSHEET" and ask participants to rate the activities from 1 - 10 ("1" being the lowest; "10" the highest) in terms of the risk of HIV transmission. EMPHASIZE THAT THER ARE NO RIGHT OR WRONG ANSWERS HERE. WHAT ONE PERSON CONSIDERS "SAFER", ANOTHER PERSON MAY CONSIDER"UNSAFE". A CONDON DEMONSTRATION SHOULD BE WEAVED INTO THIS PRESENTATION.

Have individuals tell you the following for each activity:

1. **How would they rate the activity?**
2. **How is HIV transmitted here?**
3. **If appropriate, how could you make the activity safer?**

Make sure you address the risks to both insertive and receptive partners. If the individual does not give you a complete answer, tactfully throw the question out to the group. Don't give any answers unless it's really necessary. Draw the analogy with other activities that involve a certain amount of risk. Come up with your own examples. The objective is to get some perspective, and to emphasize personal choice.

VII. ROLE PLAY (45 min)

The purpose of this exercise is to increase skills and comfort in communicating our needs and desires with our partners.

A. In-House

Exercise **(5 min).** Select 2 volunteers (either during the break or at the beginning of this exercise) to do a role play scenario. Take the "couple" aside and prepare them separately by briefly going over their respective scripts. While they are outside of the room, briefly explain the scenario to the entire group. The couples come in, they are introduced and then they do the role play.

Review **(40 min)** After the role play is done, have the group discuss it. Make sure that the discussion addresses the following:

1. **What were the issues involved?**
2. **How effectively were the issues resolved?**
3. **How would they (participants) have handled the situation?**

B. Home Exercise (5 min)
The homework is for the remaining participants who did not act in the role play. They will be matched with a partner and will act out the scenarios at home. Randomly assign each of them a scenario. Briefly go over their scenarios with each individual to make sure they understand the situations. Match them with their assigned partner. Hand out participant phone lists and have them note their partner's phone number. Tell them that they are to negotiate with their partner to decide the time, place and setting for the role play. They can do it in person or over the phone, at home or in a coffee shop, when and wherever they choose as long as it is before the next session. Inform them that they don't have to deliver Oscar-winning performances, just relax and act naturally and follow your instincts, placing yourself in the scenario.Ask them to record how the role plays went since they will be sharing that with the group at the beginnning of the next session.

VII. CHECK OUT (5 min)

End of Session Three

SESSION FOUR ***"Affirmations"*** **(Materials needed: "Overcoming Negative Thought Patterns" sheet; certificates, evaluation sheets)**

I. **Check In (5 min)**

II. Home Exercise Review (20 min)
Have participants provide feedback about how their role plays went. Each should begin with a brief synopsis of their "skit" and their character. Role play partners should present consecutively if both are present. Ask the following questions:

1.What challenges did you have doing the role play?

Possible challenges may include- Logistics /Comfort in doing Role Play/ Communication/ Persuading your partner

2. How did you relate to the character and/or "skit" (invite them to refer to personal experience)?

In summing up the role play review, make sure the group appreciates the following points:

Encourage more awareness about barriers to effective communication (insecurity, wanting to please partners, fear of rejection)

Point out how we should maintain self-awareness - knowing what's going on internally (and accepting that we sometimes don't know!).

Reference previous discussions about (a) concerns about HIV and safer sex; (b) sexual tastes and sex values; (c) needs and choices regarding relationships. Use these as examples of what we use to inform our decisions.

III.Communication Styles (30 min)
Remind the group of the importance of being able to communicate needs and desires to a partner effectively. Encourage the group to (a)know what it is you want and what you do not want, (b)communicate to your partner such that he is likely to receive it well without wanting to defend or shut down; (c) ask your partner what are his needs and desires.

Introduce 4 basic communication styles. Write each as a separate heading; offer a brief definition; and ask the group for examples of each.

Passive **-** Allowing others to make decisions for you, even though you may resent it; feeling helpless and powerless; rarely expresses feelings openly and appears to have little sef-confidence.

Aggressive - Expresses feelings openly, but in a way that puts others down. Seen by others often as obnoxious, rude, vicious, egocentric.

Indirectly aggressive or Passive/aggressive - Subtle manipulation - anger not expressed openly; but acted out. Seen by others often as manipulative, sneaky.

Assertive **-** Able to state views and desires directly and openly without being obnoxious. High self-confidence and feeling of personal power; respects rights and feelings of others, evaluates a situation, decides how to act, and then acts without reservation

IV. DISCLOSURE. (30 min)

Introduce the topic of HIV disclosure as a prime example of the importance of communication between sexual/romantic partners. This focus addresses the challenges and factors that affect if, how and when men disclose HIV+ status. Facilitator should make following points about disclosure:
1.Whether and how HIV status is disclosed depends upon (a) the individual; (b)his partner; (c)the social context/setting; and (d) the sexual context/setting.

2.The anticipation of disclosing can cause a great deal of anxiety due to the following (ask the group for some examples):
-fear of sexual rejection
-fear of loss of confidentiality
-not wanting “1000 questions” about HIV and the HIV+ partner’s health

3. There is no simple formula or rule to disclosing.

4. Disclosing is interactive, it involves 2 parties: one giving information and the other receiving it. By his attitudes, behavior, language, the receiving partner may influence how the information will be given.

5. The type of relationship with a partner (anonymous, casual, regualar sex partners)may determine whether and how one will disclose.

III. Overcoming Negative Thinking(45 min)

This exercise offers information about reframing negative thought patterns that often block our sense of self-esteem and fulfillment. These patterns may hinder our capacity to make healthy decisions and negotiations that work in our best interest. The goal of reframing these patterns into affirmative thinking can be met by doing the following objectives:

1. **Recognize negative messages and self put-downs.**
2. **Get in touch with underlying feelings.**
3. **Counter negative message with true affirmation.**

A. Have the group list some examples of different kinds of negative thinking. Use a few examples from the “Distortions In Thinking” list in case the group is stuck. Ask participants to give personal examples of these patterns.

B. Have each participant select one negative thought pattern that they have historically/currently applied to themselves. Inform them that they can keep the info to themselves and they may share if they are comfortable doing so.

C.Take one example (preferably one offered by the group or one that is prepared) through the reframing process suggested (see "**Overcoming Negative Messages"** sheet). Write out the process steps on the flipchart:

1. Notice the negative message.
2. Recognize what you're really saying to yourself (i.e., "I'm judging myself" ; "I'm limiting myself because I'm HIV+")
3. Get in Touch with real feelings.
4. Identify the Negative pattern.
5. Acknowledge the Protective function.
6. Counter the negative message with your true abilities.

Use one of the examples as an outline and help the participants do the reframing.

IV. Graduation (15 min)
Thank the participants for being a part of **The Deeper Love Workshop**. Emphasize the importance of having a safe space for gay men of African descent to have meaningful dialogue. Point out that while HIV/AIDS is a very important issue affecting us, it is not the only concern. We have a very full menu of needs and issues and this program has addressed a few of them. Remind them that this program was not designed to provide all the answers, but rather to help enhance skills in assessing what we want and how we can get it. Encourage them to tell others about this program. Invite them to the **Black Coffee** monthly gathering. Remind them about other organizations like "**Second Sunday**"; "**Brothers Back2Back**"; "**Concious Connections**"; "**Card Players of Atlanta**" and others that were formulated expressly for black gay men. Hand out participant phone lists.
Presentation of Certificates (5 min)
Call out individuals names and present them with **Deeper Love Certificates of Merit**.
Hand Out Evaluations (10 min)

V. CHECK OUT (15 min)

End Of Workshop

RELATIONSHIPS - WHAT DO WE WANT?

1. How do you define "being in a relationship?" Be as specific as possible.

2. At this point in your life, do you want to be in a relationship? Why or why not?

3. What qualities do you possess that make you a good relationship partner?

4. Identify areas that you would like to work on in order to become a better relationship partner.

5. Does your partner's HIV status matter to you? How?

My Current Reality

Please answer the following questions honestly. You will not be asked to share your answers with anyone. The questions refer to what you have done in the last 3 months.

In the past 3 months I have had ____sex partners
I have had anonymous sex____times

I will have sex with someone who is HIV positive Y/N
A man's HIV status affects the kind of sex I will have with him. Y/N
I am likely to take more chances with someone I believe is HIV negative. Y/N

Jacking off together is sex to me Y/N

I have had sex while "high" ____times Y/N
I like sex when I'm high Y/N
I have had sex drunk____times.
I like sex when I'm drunk Y/N

I have sucked____men's dicks
I have penetrated another man____times

I used a condom when penetrating another man____times

I have been penetrated by another man____times
"He" used a condom____of those times

Use the following scale for the following questions:
Not at all *Somewhat* *Very*

I feel that I am attractive to other men. (Circle one)
Not at all *Somewhat* *Very*

I feel good about where I am in Life (overall).
Not at all *Somewhat* *Very*

I *have made/am ready to make/have not made* (circle one) a commitment to reduce my risk for HIV/STD infection.

(See other side)

I am really looking for (circle as many as apply):
- A trick
- Someone to date (with sex)
- A booty call
- A committed relationship (monogamous)
- Someone to date (without sex)
- An anonymous encounter
- A 3-way
- A committed relationship (non-monogamous)
- A casual sex partner
- A group of sex partners

I know my HIV status Y/N

I know this because____
____
____

If I haven't had sex in a long time and I want to have sex I feel____
____
____
____

Overcoming Negative Thinking
(Contains materials from "Reclaiming Your Life" by Rik Isensee)

Distortions In Thinking

* Perfectionism
* All-or-nothing Thinking
* The tyranny of "should"
* Limiting yourself with a label
* Ignoring the positive and exaggerating the negative
* Overgeneralizing
* Taking things personally
* Anticipating the worst
* Comparing yourself to others

Feelings & Conclusions

Event: Left by partner
Underlying Feeling: Sad
Negative Conclusion: I'm never going to find anyone else
Result: Hopeless and Depressed

Countering Unrealistic Conclusions

"I'm really disappointed that this didn't work out. I feel sad and lonely, and I miss the good times we had together. After all these disappointments, I'm afraid I'll never find anyone. But I don't have to keep telling myself I'm never going to be in another relationship, because that will just keep me from meeting anyone new. I feel sad and maybe I need to withdraw for a while, but eventually I'll be ready to reach out again and meet other men. Just because things didn't work out doesn't mean I'm not a worthwhile person or that I don't deserve a loving partner. I have a lot of kind and loving qualities that I could bring to a new relationship."

Overcoming Negative Messages

The Process

1. Notice the negative message.
2. Recognize that you are putting yourself down.
3. Get in touch with underlying feelings.
4. Identify the distortion in thinking.
5. Acknowledge the protection function.
6. Counter the negative message with your true abilities

Examples

EXAMPLE 1

1. Negative Message: **You're not going to have a trusting relationship because men are dogs. Especially the last one you dated.**
2. Recognition: I'm giving myself a negative message.
3. Underlying feelings: I am hurt because I trusted someone once before and I'm afraid of being hurt again.
4. Distortion in thinking: **overgeneralizing from past disappointments**.
5. Protective function: to keep from being hurt again.
6. True abilities: I have the ability to trust again even though I may be afraid. I know I deserve the kind of partner who deserves my trust.

EXAMPLE 2

1. Negative message: **You are a failure. You are supposed to use a condom each and every time and you slipped up.**
2. Recognition: I'm aware that I'm putting myself down.
3. Underlying feeling: sadness / disappointment in self.
4. Distortion in thinking: **perfectionism**
5. Protective function: to prevent humiliation.
6. True abilities: Sometimes I don't do what I set out to do but I can always learn from my mistakes

EXAMPLE 3

1. Negative Message: **You should not let sex be so important**.
2. Recognition: I'm aware that I'm puttting myself down.
3. Underlying feeling: Shame about sexuality
4. Distortion in thinking: **the tyranny of "should"**
5. Protective function: to prevent shaming .
6. True abilities: It's alright to really enjoy sex. My sexuality is an important part of who I am. I can enjoy sex in a healthy way.

EXAMPLE 4

1. Negative Message: **You tested positive for HIV, so no one will want you ever**.
2. Recognition: I'm aware that I'm limiting myself because of my HIV status.
3. Underlying feelings: anger, sadness, fear
4. Distortion in thinking: **anticipating the worst**.
5. Protective function: protection against being rejected.
6. True abilities: I can have sex and still be safe. There are a lot of men who are willing to be sexual and/or be in a relationship with someone who is HIV positive. I can reach out for support from other men and find out how they've been dealing with this.

EXAMPLE 5

1. Negative Message: **You're too sensitive.**
2. Recognition: I'm aware that I'm judging myself.
3. Underlying feeling:hurt
4. Distortion in thinking: **Limiting yourself with a label**.
5. Protective function: to avoid being hurt.
6. True abilities: it's great to be sensitive to my surroundings--that's what keeps me alive. I can also check out my perceptions to see whether they are accurate.

EXAMPLE 6

1. Negative Message: **You've had very risky sex with him before, so why bother with safer sex now**.
2. Recognition: I'm aware that I'm trying to rationalize high-risk sex.
3. Underlying feeling: anger at myself for previous high-risk sex.
4. Distortion in thinking: **all-or-nothing thinking**
5. Protective function: to avoid having to take responsibility for my behavior.
6. True abilities: I know I didn't have safer sex before, but it's still important to reduce my sexual risk now.

AID
Atlanta

DEEPER LOVE

WORKSHOP FACILITATOR'S MANUAL

Revised: July 2002

Deeper Love
Program Description

Deeper Love is a five-week risk reduction workshop for African-American MSM's designed to provide useful tools that will aid participants in reducing their risks for HIV and other STD's. Innovative and fun educational techniques, the energy of fraternity, the discoveries from introspective thoughts, and activities encouraged by the workshop uniquely empower individual participants and inevitably lead to reducing and preventing the spread of HIV among the African-American MSM population. The workshop also generates the self-efficacy of positive behavior change.

There are virtually no safe spaces for African-American MSM's that identify the unique issues facing them in the AIDS epidemic, then provide the tools to address those issues. **Deeper Love** exists for that reason. **Deeper Love** provides a safe space for African American MSM's to congregate, to discuss, to learn and put into immediate practice a more positive behavior based on new or revisited self-awareness and new or revisited knowledge. **Deeper Love** also provides continued support of the desired behavior change with follow-up and auxiliary activities.

Guidelines for Facilitators

- ☐ Please try to arrive at the workshop location at least one-half hour prior to the start time for your workshop. This will give you time to ensure that your room is ready, all your materials are in place, and any last minute adjustments are handled.
- ☐ Remember the focus of each session as the discussions progress. Often, the group will take the workshop in an unexpected direction; the facilitator must help to get things back on track.
- ☐ Be prepared to help workshop participants keep track of the House Rules/Agreements. Things can get heated in the midst of discussion sometimes, and it is the facilitator's responsibility to ensure that everyone is treated fairly and is able to participate fully.
- ☐ The ideal size for each workshop group is 10-12 people. If your group is too large, please contact the African-American Gay Outreach Coordinator to see about splitting the session or asking some participants to return for a future session.
- ☐ Remember that we request a $15.00 **donation** from each participant. Payment may be in cash, check or money order. We encourage everyone to donate, but we will not turn away those who are unable to pay.
- ☐ If you need resources or materials not included in this manual, please contact the African-American Gay Outreach Coordinator: **Malik M.L. Williams at 404-870-7740.**

Standard Materials:

flipchart or board
sign-in sheets
clipboard
name badges
pre- and post-workshop quizzes
various worksheets (located in appendix)

SESSION ONE: "Starting with Community"

Goals: Familiarize participants with the group process (including house rules) and with each other, set goals for the workshop, begin discussion about social identity of black MSM's.

Materials: markers, name tags, House Rules sheet, grab bag & grab bag questions, TV/VCR, film: Marlon Riggs' *Black Is … Black Ain't*

Facilitator's Note: Bring registration forms for everyone who has pre-registered for the workshop. Have everyone else complete registration forms as they arrive. Note to participants that a contact list will be typed and given out to all participants at Deeper Love's week-two session. Participants should inform facilitator if they would rather not have their contact phone number listed.

I. Introduction (35 min.)

A. Welcome (5 min.)

Welcome all new participants to the Deeper Love Workshop Series. Introduce yourself and thank people for attending. Emphasize the importance of their participating in a program like this. Address the need for gay/bisexual men to be able to exchange and learn about their needs and issues in a way that embraces their whole identity.

B. Check-In (15 min.)

Have participants share briefly about how they are feeling, how their day has been, as in a general check-in. This will give people an opportunity to express their states of mind and to feel welcome to the process after acknowledging their moods. Include a *Check-In Question* from the list provided to help promote discussion. (See end of manual for list of Check-In Questions.)

C. Group Agreements (15 min.)

Before listing the Agreements on the board, ask participants what kind of things they think are important ground rules to help ensure a positive experience. Usually, some of the Agreements will come out through participant suggestions.

Explain that the Deeper Love Agreements were established to ensure safety, confidentiality and comfort for all participants. The Agreements are actually guidelines to enhance discussions that are fun, provocative and stimulating. Briefly explain each of the Agreements. Ask if there any questions. Be sure to add any of the suggestions not already on the list.

1. Respect confidentiality of others
2. Be non-judgmental
3. Use "I" statements, when possible
4. Speak as you would normally
5. Be concise - please get to the point
6. Be "real" - no "pageant" answers!
7. Ask questions
8. Stay open-minded
9. Know your boundaries
10. Please be on time

II. Paired Introductions (20 min.)

Have participants form dyads (couples) with someone they don't know. Give them 5 minutes to inform themselves about each other. They will be prepared to introduce their partners to the rest of the group and say a little bit about them (e.g., birthplace, hobbies and interests, relationship status, latest CD bought, etc.). Direct participants to sit in chairs, facing each other throughout the exercise. Encourage them to get as personal as they possibly can, explaining that getting personal is what Deeper Love is all about. (Remind participants of the Agreements about confidentiality and speaking as you normally would.)

III. Goal-Setting (10 min.)

Ask participants to identify some of their expectations for this workshop. Prompt them by asking what went through their minds when they registered or as they was on their way to the workshop that evening. Ask what they hope to gain from this experience and if they have any particular issues they would like to work on. List responses on flip chart. Save the responses for discussion in the final session.

IV. Social Identity (1 hr)

A. Grab Bag Discussion (30 min.)

Pass out the Grab Bag to anyone at random. Ask each individual to select one question, read it aloud, answer it and invite others to respond. After the first participant responds, that participant can choose to pass the grab bag to another participant.

Sample Grab Bag Questions:

1. What do black people expect from men/ gay men? What's the difference?
2. Is there a black lesbian-and-gay community?
3. Are blacks more homophobic than whites?
4. How important is masculinity/being butch to black gay men?
5. How can BGM's get their spiritual needs met?

B. Film Viewing (30 min.)

(10 min. for film / 20 min. for discussion following)

The confluence of racism, class elitism and homophobia has a profound effect on the self-image and sense of community among black gay men. In this section participants view selected segments from Marlon Riggs' seminal critique *Black Is ... Black Ain't*. After the viewing, open the floor for their comments. Be sure to tie the questions from the grab bag to some of the issues raised in the film. Attempt to direct the conversation to address some of the following questions:

1. Are there benefits in black gay men being "out of the closet"?
2. Can a sense of black gay community be developed if most are "in the closet"?

3. Are you proud to be black?
4. Are you proud to be gay?
5. Is there a difference of pride between the two?
6. What do you think of the quote, "True niggers ain't faggots"? (Quote from Ice Cube noted in *Black Is ... Black Ain't*.)
7. Is there a woman inside of you?

V. Homework Exercises (5 min.)

A. Assignment 1
Have participants exchange phone numbers with someone that they did not know before the Deeper Love workshop began. Encourage participants to call someone from the workshop during the next week and discuss Week One's session and their hopes and goals for Week Two – "Going to the Source."

B. Assignment 2
Have participants take some time during the week to think about how their lives will look at the end. Have each one prepare a (written) eulogy for himself of not more than two minutes.

VI. Check Out - (10 min.)

It is important for checkout to have the participants come together in a group huddle, either holding hands or hugging. Have participants share their thoughts on the session, where they are emotionally and any revelations during the session.

Note: 10 additional minutes have been allotted for tardy participants - first session only and restroom/snack break.

End of Session One

SESSION TWO: "Going to the Source"

Goals: Examine personal beliefs and behaviors, examine our histories as individuals within the society discussed in Session One, evaluate the themes of personal responsibility and empowerment.

Materials: Nametags (should be the last time needed), "Label on My Back" tags, Essex Hemphill's "Ceremonies" excerpt.

I. Check In (10 min.)

II. Home Exercise Review (15 min.)

Ask what the eulogy experience felt like for everyone. Have two or three volunteers to share their eulogies from the homework exercise.

III. Self Determination: Where Our Lives Are Going (40 min.)

A. Dyad Discussion (15 min.)

Separate participants into pairs (or groups of three) and have them share with each other what they would like to accomplish with the rest of their lives. Suggest questions such as:

1. What do you want to do with whatever time you have left in life?
2. How do you want people to remember you after you're gone?
3. What is one thing you've never done that you'd like to do?

B. Group Discussion (25 min.)

Open the discussion to the whole group. Throw out the following question for discussion:

> "If fear were not a factor, what great things do you think you might accomplish with your life?"

Focus on the fact that looking forward, we still have choices about how the rest of our lives will be lived (regardless of the length), and what kinds of people we will eventually become. Remember the theme of personal empowerment.

IV. "Label on My Back" (40 min.)

Using pre-labeled index cards, go around placing a label on each person's back. Give participants five minutes to interact with each other, instructing them to ask each other only "yes or no" questions while they try to figure out what labels they are wearing. Then have everyone sit and individually see if each can identify what label he is wearing. After each participant has a chance to try and identify his label, have the group reveal what it actually is. After everyone has had a chance to find out what his label was, give participants a chance to discuss the exercise.

Some suggested questions:

1. How did it feel to not know what label others had associated with you?
2. How does your assigned label match with your perception of yourself? How does that feel?
3. What are some of the labels you feel you wear in your everyday life?
4. How are our identities shaped by the labels others place on us? What about our behaviors?

V. Fight for Your Right to be You (25 min.)

A. Cordon Negro (5 min.)

Hand out copies of Essex Hemphill's "Cordon Negro" and ask for a volunteer to read it aloud. (Alternately, ask everyone to close their eyes and listen as you read it aloud yourself.)

B. Group Discussion (20 min.)

Lead the group in a discussion about the poem. Suggested questions:

1. What was the Essex Hemphill trying to say in this piece?
2. How does the message of the poem relate to your life?
3. What can we do in our individual lives to combat the kind of forces he mentions in "Cordon Negro"?

VI. Homework Assignment (5 min.)

A. Assignment 1

Ask 3 or more gay/bisexual men the following questions: "Are Atlanta men relationship material? Why or why not?" (Direct participants to make note of their answers and bring answers with them to the next session.)

B. Assignment 2

Have participants again exchange phone numbers with another member of the group (a different person than in Week One). Encourage participants to call someone from the workshop during the next week and discuss Week Two's session and their hopes and goals for Week Three – "Relationships One-on-One."

VII. Check Out (10 min.)

Note: An additional 5 minutes has been allotted for a restroom/snack break.

End of Session Two

SESSION THREE: "Relationships One-on-One"

Goals: Examine the kinds of relationships we want, evaluate the ways we approach relationships, and

Materials: flip chart, index cards, pencils, "Intimacy" Worksheet, "My Current Reality" Worksheet

I. Check In (10 min.)

II. Home Exercise Review (15 min.)

Ask 1 or 2 participants to share the answers to the homework questions. Ask them for any explanations that their friends may have offered to support their ideas/opinions about the challenges in finding healthy relationships, particularly here in Atlanta. Invite other participants to share their own ideas/opinions about the subject. The time for this discussion is short, so you may want to limit number of participant responses.

III. Dating (30 min.)

Introduce the focus of the whole session. "The purpose of this discussion is to explore

1) The kind(s) of relationship(s) we want
2) Our expectations;
3) Our behaviors and experiences when it comes to sexual/romantic relationships."

"First, let's talk about dating. What happens as we're getting to know that guy we're attracted to?"

A. Dyad Discussion – Dating (15 min.)

Have them pair up to interview each other. They will ask each other the following questions relating to "dating."

1) What kind of man, what "type(s)" are you attracted to?
2) What do "a date" and "dating" mean for you?
3) How/when do you communicate your expectations?
4) When does sex come into the picture?

B. Group Discussion (15 min.)

Have the 2 or 3 participants share their partner's answers. Remind participants that there are different definitions of dating and different kinds of expectations may result. Emphasize the importance of

1) Being self-aware;
2) Communicating your feelings/expectations to your dating partner
3) Communicating in a way that your partner will really "hear" you;
4) Learning about your partner's feelings/expectations.

III. Defining Features of Personal "Romantic" Relationships (1 hr 20 min.)

Intro: "So often men come to the workshop sharing their frustrations and confusion about finding 'good men' and healthy relationships. Although there may be many such relationships, they are often not visible to the majority of black gay men who are seeking companionship. We often speak or hear about our low expectations regarding relationships. It would seem that we as black men either don't really want relationships or don't know how to identify the 'right' partners and sustain relationships with them. Now we're going to take a look at what we are doing or not doing to get what we want and why."

A. List Types. (10 min.)

Have participants list different types of relationships. Write items on flipchart. Suggested examples can include "monogamy", "public sex", "serial monogamy", "open relationships", "group sex", "booty calls." Remind the group that we can respect each other's right to experience a wide range of relationships and sexual experiences.

B. Self-Assessment (70 min.)

1. Characteristics (10 min.)

Hand out index cards for this segment. Inform participants that they are not required to share their answers but that they will have the opportunity if they desire. Ask participants to write down the following on their cards:

a) The type of relationship they most desire (no more than 2 for this discussion)
b) Physical characteristics of relationship partner (at least 5)
c) Non-physical characteristics (at least 5)

2. The Non-Negotiables (30 min.)

a) Have them examine their lists of physical and non-physical characteristics and identify what if anything on these lists is non-negotiable **(5 min.).**
b) After they have finished, invite them to share how they feel about filling out this card. **(10 min.)**
c) Grab Bag Questions **(15 min.)**
   1. The more non-negotiables you have, the narrower your choices will be. How do you feel about that?
   2. Have your non-negotiables changed over time? How?
   3. Have you made exceptions around partner standards for certain types of men? How?

3. Intimacy Assessment (15 min.)

Pass out the Intimacy Worksheet (see end of manual). Have participants place in order of importance in their ideal romantic relationship(s) that they seek, how the levels of intimacy are placed for them. Discuss and define each level of intimacy. Ask participants to also include on their list, levels of inti-

macy that may be missing from the worksheet (suggestions include: financial intimacy, creative intimacy, etc). Explain the importance of identifying all levels of intimacy important to oneself and the importance of knowing in what order they fall for one's desire for an intimate relationship. Identifying this "order" will help an individual more effectively communicate this "order" to others, so as to more effectively obtain the desired *romantic* relationship.

4. Dyad Discussion (15 min.)

Participants pair up. They identify and share with their partner at least 3 areas of improvement that they can work on to become better partners. When they are finished listing the "areas of enhancement" has them discuss at least 1way they can work on these areas (i.e., "read a book about gay relationships", "spend more quiet time alone"). Make sure they write down these enhancement areas and action steps. Encourage them to consider simple, realistic approaches that are within their current means. Invite them to share how they felt when writing these down. Emphasize that they don't have to feel bad or shame themselves when addressing these areas.

VI. Homework Assignment (5 min.)

A. Assignment 1

Hand out "My Current Reality" sheet. Ask participants to fill it out at home. Tell them, "Be prepared to talk about your feelings about filling it out next week."

B. Assignment 2
"Inanimate Object"

Tell participants to bring in "an inanimate object that represents you sexually." Try to avoid giving examples unless group members don't understand the exercise. Encourage participants to be creative and ask them to be prepared to explain their object. (Examples, if needed, may include military gear for someone who is sexually aroused by role-playing, or whipped cream for someone who believes he is sweet and smooth in bed.)

Also, hand out the typed phone list of participants. Again encourage participants to connect with someone that they did not know before the workshop began. Also, encourage a connection with someone other than the participant they connected with after Week One's session.

VII. Check Out (5 min.)

Note: An additional 5 minutes has been allotted for a restroom/snack break.

End of Session Three

SESSION FOUR: " SEX & RISK"

Goals: Create a positive view of Black MSM sexuality, increase or reinforce knowledge about HIV transmission and safer sex practices, facilitate healthy choices in sexual activities.

Materials: TV/VCR, Video: NMAC's HIV/AIDS in the African American Community, Condoms, Lubricant, Dildo

I. Check In (10 min.)

II. Homework Review (15 min.)

Have participants refer to their Current Reality sheet. If they don't have a sheet present, have them fill out a copy. Invite participants to share their reflections about writing about their "sexual reality."

1. Have you learned anything about yourself?
2. How do you feel about your "current sexual reality?
3. Is there anything about your patterns you'd like to change?

III. WHAT IS GOOD SEX? (40 min.)

Aim: To enhance our appreciation of our sexuality. This discussion may increase our comfort in discussing how we enjoy sex in an open and informative way.

A. Group (20 min.)

Have the group to share their "Best Sex Stories". Emphasize that, as always, they do not have to share if they are not comfortable. Remind them that they can omit identifying info about their partner.

1. Describe one of the best sexual encounters you've ever had.
2. Use as much detail as you'd like.
3. What specific elements made the sex "so good"?

Write down their responses to #3 "What made the Sex so Good?" on the flipchart. When this list is completed, point out the range of features that make good sex "good." Emphasize how sex can be soft and tender or rough, anonymous, romantic. Sex can be enhanced by our mood (i.e. horny, lonely, angry, playful). Point out the various times and places where sex can occur.

B. Dyad (10 min.)

Divide the group into pairs. Have each person in the pair "interview" each other for about 5 min. each. Have them ask the following questions:

1. What was the best sex you've ever had? What made it so good?
2. Do you enjoy being penetrated?
3. Do you enjoy penetrating your partner?

C. Group (10 min.)

At the end of the interview give everyone the opportunity to share their answers with the larger group. Facilitate the discussion to include some of the following questions.

1. Is there a need for the "bottom and top" discussion?
2. Does it make you less masculine to be penetrated?
3. Are you more at risk for HIV being a "bottom"?

IV. RISK and PROTECTION (1 hr 5 min.)

Aim: To increase knowledge about HIV transmission and risk reduction techniques

A. View "HIV & AIDS in the African American Community" (15 min.)

Show the NMAC tape titled HIV and AIDS in the African American Community. Pay close attention to participants' body language and general response to tape of HIV statistics and facts. Facilitate discuss to address the following questions:

1. What have you done about this epidemic?
2. How has the epidemic affect you?
3. Why have so many gay men been infected?
4. What can we do now about the alarming number of infected African American MSM?
5. Are we paying attention to the prevention messages for HIV and other STDs'?

B. HIV Current Knowledge Quiz (15 min.)

See quiz and answers at end of this manual.

Ensure that everyone participates. Call on those who seem hesitant to answer.

C. MOMENT OF SILENCE (5 min.)

Often times, the discussion of HIV/AIDS can change the mood of the room or discussion drastically. Note to the group that the purpose of the discussion is not to bombard them with overwhelming statistics and depress the group but to provide suggestions and support to impact this epidemic in our personal lives. In closing for this portion of Week Three, have participants mention the names of people that they have lost to the epidemic. After all participants that want to mention someone that they have lost to AIDS, direct a moment (1 minute is sufficient) of silence to honor the lives lost.

D. BREAK (5 min.)

It is important to take a break after the moment of silence. Before the break, note that the session will reconvene with encouragement and suggestions on what to do regarding the epidemic.

E. The Art of Latex and Other Strategies (25 min.)

1. Condom Demonstration

A. Ask for a volunteer before letting the group in on what is to follow. If no one volunteers, as always, choose someone from the group. Again, the goal is to get everyone to participate. Hand out a dildo to the volunteer (chosen participant). Direct the volunteer to place a condom correctly on the dildo using lube in his demonstration. Note to the group that after the volunteer's demonstration, the group will be able to *grade* the condom demonstration for accuracy.

NOTE: Use Section B depending on time available.

B. After grading the first few volunteers, hand out 1 dildo, 2 condoms and 2 lube packets to each participant. Tell them that you will guide them through the proper way to put on and take off a condom. As you are doing the condom demo, elaborate with practical information (i.e., enhancing pleasure by adding lube inside the condom tip; manually stimulating a partner while he's putting on a condom). Ask for tips and suggestions from the group.

Be prepared to make the following points regarding condoms:

1. Latex, not animal membrane.
2. Made in the USA.
3. Expiration date.
4. Different sizes, thickness, etc. Find one you are comfortable with.
5. Keep them away from heat.
6. Keep them handy (Where you have sex!)

Make the following points about lubricants:

1. Water based (not water soluble).
   a) Foreplay
   b) K Y Jelly
   c) Astroglide
   d) Wet
   e) Cornhusker's Lotion
   f) Etc.

2. DO NOT USE OIL BASED LUBRICANTS.
   a) Petroleum jelly (Vaseline)
   b) Any kind of oil (baby, suntan, etc.)
   c) Vegetable shortenings (Crisco)
   d) Butter of Margarine
   e) Whipped Cream

f) Etc.

3. Nonoxynol 9-spermicide is backup protection only. Some people are allergic to it

VI. Homework Assignment: INANIMATE OBJECTS (10 min.)

By this time, there probably will be a number of participants that will remind you that we have not addressed the "inanimate objects" homework given in Week Three. This homework exercise is a perfect way to close Week Four. Have participants share their inanimate objects with the group. Remind the group to be creative. Set the tone for the end of this session as light and fun. Attempt not to leave the session on a somber note regarding statistics and the epidemic, but on a note of feeling connected, empowered and hopeful.

VII. CHECK -OUT (10 min.)

End of Session Four

SESSION FIVE: "Management & Negotiation"

Goals: Reinforce understanding of personal responsibility and empowerment, provide information about triggers, develop strategies for managing risk.

Materials: HIV Disclosure Deeper Loveplay Exercise, Overcoming Negative Thinking Hand-out, Certificates of Achievement, Participants' phone list

I. Check-In (5 min.)

II. TRIGGERS (45 min.)

Objective: Trigger Management - Participants will develop skills in identifying and managing sexual triggers, which can interfere with consistent safer sex practices.

A. Definition (5 min.)

Our actions have a cause or a reason - they do not just happen. If we take the time to examine some of our sexual activities, we might be surprised to see how specific events guide us in making sexual decisions. These events are "triggers." Triggers are influences on decisions and behaviors. If we become aware of what they are, then we can be in greater control. When we are in control, we can better choose behaviors, which keep us safe.

Triggers also include moods and feelings, such as love. They may include a "longing for the good old days." They are sensations that sometimes have an effect on rational decision-making. Many men who have sex with men have made a commitment to practicing safer sex. Triggers often are the biggest barriers in following though with that personal commitment.

Some triggers that could be associated with sexual decisions may include several influences. Think of some things that can happen well before a risky situation that can help to lead up to it. It is common for those things we call triggers to fall into categories, which include physical characteristics, settings, drug, & alcohol use, etc.

Often there is more than one trigger exerting influence over us. One trigger alone, we might be able to handle, but as more triggers occur during a single encounter, there is a greater chance that a person might "lapse" into "old" behavior patterns that may put them and/ or their partners at risk.

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B. Trigger Identification (15 min.)

Lead a discussion about the triggers they can identify for themselves. Write their responses on the flip chart in clusters, which match up with the headings:

- Physical Characteristics
- Setting/ locations
- Money
- Drugs/ alcohol
- Misinformation
- Emotions
- Partner's actions

Do not write the cluster headings until all of the listings are written. This is so that all participants understand that certain cluster areas may be a specific trigger area for some men, while others may have a wider range of triggers.

Some triggers will include:

- Physical Characteristics – eyes, big dick, good build, nice butt, hair color
- Setting/ locations - - Park, rest room, book store, bar, rest area
- Money - - rich guys, prostitution, nice car/ apartment/ house
- Drugs/ alcohol - - parties, drinking, used drugs
- Misinformation – not understanding the risk of a certain activity
- Emotions – in love, angry, horny, lonely
- Partner's actions - -pushy, lovable, pleaded, said he was healthy

Have participants identify the themes most closely related to them.

C. Trigger Management (15 min.)

Now that we have an understanding of how to identify personal triggers, let's look at ways of handling them.

Post "Problem Solving" poster. Read over the 4 steps of problems solving.

1. Identifying the problem (trigger)
2. Gathering Information (What works? What are my options?)
3. Evaluating alternatives (What can I try, make a decision, determine if it can work for you)
4. Taking action (acting on your plan/ decisions)

Ask participants if any of them have a "trigger" situation that they would like to share with the group. Look at the various ways to handle it. Have participants write down or think up their trigger situation. Ask them to include all of the "triggers" involved in this encounter.

Using this scenario, ask participants to:

1. Identify triggers

2. Brainstorm possible individual goals
3. Brainstorm strategies for handling triggers in terms of goals they set for themselves.

Examples -

Triggers:

- No sex in a while
- Cruising area
- Handsome
- Partner interest
- Arousal

Goals:

- Use condoms
- No sex
- Non-insertive sex

Strategies:

- Get phone number, hook up later when you are feeling more secure in your ability to negotiate safer sex
- Avoid cruising area
- Keep condoms with you
- Show other guy condom to show need to stay safer

D. FINAL TRIGGER STRATEGIES - WRAP UP (10 min.)

- Review the strategies you have come up with.
- How will these strategies work for you?
- How will they help you avoid or reduce risk?
- What potential barriers do you see that might prevent you from using these strategies?
- How could you modify your strategies so they will consistently work for you?

III. Communication Styles (15 min.)

Remind the group of the importance of being able to communicate needs and desires to a partner effectively. Encourage the group to (a) know what it is you want and what you do not want, (b) communicate to your partner such that he is likely to receive it well without wanting to defend or shut down; (c) ask your partner what are his needs and desires.

Introduce 4 basic communication styles. Write each as a separate heading; offer a brief definition; and ask the group for examples of each. Ask them to reference their scenario role-plays. For example, were any of these styles

used in the role-plays? How did the communication style affect the negotiation?

Passive - Allowing others to make decisions for you, even though you may resent it; feeling helpless and powerless; rarely expresses feelings openly and appears to have little self-confidence.

Aggressive - Expresses feelings openly, but in a way that puts others down. Seen by others often as obnoxious, rude, vicious, and egocentric.

Indirectly aggressive or Passive/aggressive - Subtle manipulation - anger not expressed openly; but acted out. Seen by others often as manipulative, sneaky.

Assertive - Able to state views and desires directly and openly without being obnoxious. High self-confidence and feeling of personal power, respects rights and feelings of others, evaluates a situation, decides how to act, and then acts without reservation.

IV. DISCLOSURE (25 min.)

Introduce the topic of HIV disclosure as a prime example of the importance of communication between sexual/romantic partners. This focus addresses the challenges and factors that affect if, how and when men disclose HIV+ status.

A. Deeper Loveplay (10 min.)

See "Deeper Loveplay" sheet at end of this manual.

Ask for two volunteers for each scenario to act out the scenario in front of the group. Attempt to allow the volunteers to form the discussion to address the issues important to them. If after 3 to 4 minutes, you feel that there are issues not addressed within the role-play, either take over the discussion from one of the volunteers or ask if there is someone else in the group who would like to take over either character in order to address some unresolved or unaddressed issue.

B. Disclosure Discussion (15 min.)

Discuss the Deeper Loveplay exercise. Direct the discussion to the following questions:

1. Why does someone choose to disclose his HIV status to a sexual partner?
2. Why does someone choose not to disclose his HIV status to a sexual partner?

Write down responses on the flipchart. Make following points about disclosure:

1. Whether and how HIV status is disclosed depends upon (a) the individual, (b) his partner, (c) the social context/setting, and (d) the sexual context/setting.

2. The anticipation of disclosing can cause a great deal of anxiety due to the following (ask the group for some examples):

   - Fear of sexual rejection
   - Fear of loss of confidentiality
   - Not wanting "1000 questions" about HIV and the HIV+ partner's health

3. There is no simple formula or rule to disclosing.

4. Disclosing is interactive, it involves 2 parties: one giving information and the other receiving it. By his attitudes, behavior, language, the receiving partner may influence how the information will be given. ___

5. The type of relationship with a partner (anonymous, casual, regular sex partners) may determine whether and how one will disclose.

V. Overcoming Negative Thinking (30 min.)

This exercise offers information about reforming negative thought patterns that often block our sense of self-esteem and fulfillment. These patterns may hinder our capacity to make healthy decisions and negotiations that work in our best interest. The goal of reforming these patterns into affirmative thinking can be met by doing the following objectives:

1. **Recognize negative messages and self put-downs.**
2. **Get in touch with underlying feelings.**
3. **Counter negative message with true affirmation.**

A. Have the group list some examples of different kinds of negative thinking. Use a few examples from the "Distortions In Thinking" list in case the group is stuck. Ask participants to give personal examples of these patterns.

B. Have each participant select one negative thought pattern that they have historically/currently applied to them. Inform them that they can keep the info to themselves and they may share if they are comfortable doing so.

C. Take one example (preferably one offered by the group or one that is prepared) through the reframing process suggested. (See "**Overcoming Negative Messages**" sheet.) Write out the process steps on the flipchart:

1. **Notice the negative message.**

2. **Recognize what you're really saying to yourself (i.e., "I'm judging myself"; "I'm limiting myself because I'm HIV+")**
3. **Get in Touch with real feelings.**
4. **Identify the Negative pattern.**
5. **Acknowledge the Protective function.**
6. **Counter the negative message with your true abilities**.

Use one of the examples for discussion and walk through the steps with the participants as the group does the reforming.

VI. Graduation (10 min.)

A. Closure

Thank the participants for being a part of The Deeper Love Workshop. Emphasize the importance of having a safe space for gay men of African descent to have meaningful dialogue. Point out that while HIV/AIDS is a very important issue affecting us, it is not the only concern. We have a very full menu of needs and issues and this program has addressed a few of them. Remind them that this program was not designed to provide all the answers, but rather to help enhance skills in assessing what we want and how we can get it. Encourage them to tell others about this program. Invite them to the Black Coffee monthly gathering and other AID Atlanta Gay Outreach programs such as "Bridging The Gap", "AIDS 101", and "Gay University". Remind them about other organizations like "Second Sunday"; "Brothers Back2Back"; "Conscious Connections"; "Card Players of Atlanta" and others that were formulated especially for black gay men.

Hand out a completed participant phone list. Ask all participants to re-verify that the information on the phone list is accurate.

B. Presentation of Certificates (5 min.)

Call out individual names and present each of them with Deeper Love Certificate of Achievement.

VII. Workshop Evaluation (10 min.)

Hand each participant an evaluation sheet and the list of goals from Week One's discussion. Ask all participants to fill out the evaluation, keeping in mind the original stated goals by the group. Explain the importance to the group of completing the Deeper Love Workshop evaluations. Note that completed evaluations help us to refine our programs and make our programs as beneficial as we can for participants.

VIII. FINAL CHECK OUT (15 min.)

The facilitator should note to the group during final check out, a memorable or outstanding characteristic or comment from each participant during some portion of the past four weeks.

End of Session Five/End of Workshop

DEEPER LOVE
PROGRAM EVALUATION

Please answer all of the questions below. The evaluations are used to refine the program you have just completed. The evaluations should be returned along with the questionnaires. Thanks!

Please rate the value of each item on the following 5-point scale:

strongly disagree	**disagree**	**neutral**	**agree**	**strongly agree**
1	**2**	**3**	**4**	**5**

The length of the course (4 weeks) worked for me.

1 2 3 4 5

The length of each class (2 ½ hours) worked for me.

1 2 3 4 5

Comments/suggestions:

____

____

AID Atlanta is a good location for the workshop.

1 2 3 4 5

How would you rate the facilitator?

The facilitator actively encouraged participation from the group.

1 2 3 4 5

The facilitator had considerable knowledge of the topics presented.

1 2 3 4 5

The facilitator was skilled and appeared qualified to lead the group.

1 2 3 4 5

Comments/suggestions

____

____

____

____

GROUP SATISFACTION SCALE

Please rate each of the statements below as they relate to the group experience you have just completed using the scale below. Please indicate the degree to which you agree or disagree with each statement.

strongly disagree		neutral		strongly agree
1	**2**	**3**	**4**	**5**

____ 1. As a result of my group experience, I understand myself better.

____ 2. I received help with concerns other than my original reasons for attending the group.

____ 3. I feel that these groups can help others with personal concerns.

____ 4. I was able to meet my goals for my group experience.

____ 5. Others in the group helped me in dealing with my personal concerns.

____ 6. I believe I was able to help others in the group.

____ 7. I feel better about myself after being in the group.

____ 8. I can use what I learned in the group to improve my relationships with others.

____ 9. For the most part, I believe I was a valuable member of the group.

____ 10. I would recommend a similar group to a friend.

____ 11. I would like to continue meeting with group members.

____ 12. I know more about the transmission of HIV/STD's.

____ 13. I feel more empowered in our fight against the HIV epidemic.

____ 14. I am more aware of barriers to HIV prevention in the African-American MSM population.

____ 15. I know of more activities and services for the African-American MSM population.

Please share one or two behavior changes and/or self-realizations influenced by your attending the Deeper Love workshop series:

Things I liked about the Deeper Love workshop series:

Things I disliked about the Deeper Love workshop series:

Thank you for taking the time to complete these questions.

Your help is invaluable.

Deeper Loveplay

Tommy

You have been in a one-on-one relationship with Montell for two years now. Things are going very well between the two of you. You've been pretty faithful except two times when you slept with someone that you met at the club while Montell was out of town. Although the two separate encounters didn't mean anything to you, you would never share them with Montell because you know that he would lose it. You would bet your life that Montell has been faithful to you. Since your relationship is now two years old, you want condoms to disappear from your sex with Montell. Even though you may have hinted at it before, you've never explicitly shared those thoughts with him. Tonight is the night that you will discuss it.

Tommy's position during Loveplay

You will take any apprehension on Montell's part about allowing condoms to disappear as a sign that he may have been unfaithful.

Deeper Loveplay

Montell

You have been in a one-on-one relationship with Tommy for two years now. Things are going pretty well between the two of you; in fact, you care about him more than any man you've ever been involved with. You've been to him since you first started dating, and haven't had sex with anyone else. You suspect, though, that Tommy has not always been faithful to you. At this point in your relationship, you are still using condoms when you have sex. Tommy has been dropping hints about getting rid of the condoms, but you are terrified of trusting him too much. Tonight is the night that you will discuss it.

Montell's position during Loveplay

You will be adamant about not getting rid of the condoms from your sex, no matter how much Tommy pressures you.

CHANGE YOUR THOUGHT - CHANGE YOUR LIFE

Overcoming Negative Thinking

(Contains materials from "Reclaiming Your Life" by Rik Isensee)

Distortions In Thinking

* Perfectionism
* All-or-nothing Thinking
* The tyranny of "should"
* Limiting yourself with a label
* Ignoring the positive and exaggerating the negative
* Over generalizing
* Taking things personally
* Anticipating the worst
* Comparing yourself to others

Feelings & Conclusions

Event: Left by partner
Underlying Feeling: Sad
Negative Conclusion: I'm never going to find anyone else
Result: Hopeless and Depressed

Countering Unrealistic Conclusions

"I'm really disappointed that this didn't work out. I feel sad and lonely, and I miss the good times we had together. After all these disappointments, I'm afraid I'll never find anyone. But I don't have to keep telling myself I'm never going to be in another relationship, because that will just keep me from meeting anyone new. I feel sad and maybe I need to withdraw for a while, but eventually I'll be ready to reach out again and meet other men. Just because things didn't work out doesn't mean I'm not a worthwhile person or that I don't deserve a loving partner. I have a lot of kind and loving qualities that I could bring to a new relationship."

Overcoming Negative Messages

The Process

1. Notice the negative message.
2. Recognize that you are putting yourself down.
3. Get in touch with underlying feelings.
4. Identify the distortion in thinking.
5. Acknowledge the protection function.
6. Counter the negative message with your true abilities

Examples

EXAMPLE 1

1. Negative Message: **You're not going to have a trusting relationship because men are dogs. Especially the last one you dated.**
2. Recognition: I'm giving myself a negative message.
3. Underlying feelings: I am hurt because I trusted someone once before and I'm afraid of being hurt again.
4. Distortion in thinking: **over generalizing from past disappointments**.
5. Protective function: to keep from being hurt again.
6. True abilities: I have the ability to trust again even though I may be afraid. I know I deserve the kind of partner who deserves my trust.

EXAMPLE 2

1. Negative message: **You are a failure. You are supposed to use a condom each and every time and you slipped up.**
2. Recognition: I'm aware that I'm putting myself down.
3. Underlying feeling: sadness / disappointment in self.
4. Distortion in thinking: **perfectionism**
5. Protective function: to prevent humiliation.
6. True abilities: Sometimes I don't do what I set out to do but I can always learn from my mistakes

EXAMPLE 3

1. Negative Message: **You should not let sex be so important**.
2. Recognition: I'm aware that I'm putting myself down.
3. Underlying feeling: Shame about sexuality
4. Distortion in thinking: **the tyranny of "should"**
5. Protective function: to prevent shaming.
6. True abilities: It's all right to really enjoy sex. My sexuality is an important part of who I am. I can enjoy sex in a healthy way.

EXAMPLE 4

1. Negative Message: **You tested positive for HIV, so no one will want you ever**.
2. Recognition: I'm aware that I'm limiting myself because of my HIV status.

3. Underlying feelings: anger, sadness, fear, etc.
4. Distortion in thinking: **anticipating the worst**.
5. Protective function: protection against being rejected.
6. True abilities: I can have sex and still be safe. There are a lot of men who are willing to be sexual and/or be in a relationship with someone who is HIV positive. I can reach out for support from other men and find out how they've been dealing with this.

EXAMPLE 5

1. Negative Message: **You're too sensitive.**
2. Recognition: I'm aware that I'm judging myself.
3. Underlying feeling: hurt
4. Distortion in thinking: **Limiting yourself with a label**.
5. Protective function: to avoid being hurt.
6. True abilities: it's great to be sensitive to my surroundings–that's what keeps me alive. I can also check out my perceptions to see whether they are accurate.

EXAMPLE 6

1. Negative Message: **You've had very risky sex with him before, so why bother with safer sex now**.
2. Recognition: I'm aware that I'm trying to rationalize high-risk sex.
3. Underlying feeling: anger at myself for previous high-risk sex.
4. Distortion in thinking: **all-or-nothing thinking**
5. Protective function: to avoid having to take responsibility for my behavior.
6. True abilities: I know I didn't have safer sex before, but it's still important to reduce my sexual risk now.

Deeper Love

My Current Reality

Please answer the following questions honestly. You will not be asked to share your answers with anyone. The questions refer to what you have done in the last 6 months.

I am really looking for … (circle as many as apply):

- a trick.
- someone to date (with sex).
- a booty call.
- a committed relationship (monogamous).
- someone to date (without sex).
- an anonymous encounter.
- a 3-way.
- a committed relationship (non-monogamous).
- a casual sex partner.
- a group of sex partners

In the past 6 months I have had _____sex partners

I have had anonymous sex _____ times

Jacking off together is sex to me. Y/N

Sucking dick is sex to me. Y/N

I will have sex with someone who is HIV positive. Y/N

A man's HIV status affects the kind of sex I will have with him. Y/N

I am likely to take more chances with someone I believe is HIV negative. Y/N

I like sex when I'm high Y/N

I have had sex while "high" ______ times.

I like sex when I'm drunk Y/N

I have had sex while drunk ______ times.

I know my HIV status Y/N

I know this because:

____

____

____

I have sucked _____ men's dicks.

I have penetrated another man _____times.

I used a condom _____ of those times.

I have been penetrated by another man ______ times.

"He" used a condom _____ of those times.

Use the following scale for the next set of questions:

Strongly Dis-agree	**Disagree**	***Neutral/ Don't Know***	**Agree**	***Strongly Agree***
1	**2**	**3**	**4**	**5**

I feel that I am attractive to other men.

1 2 3 4 5

I feel good about where I am in Life (overall).

1 2 3 4 5

I am ready to make a commitment to reduce my risk for HIV/STD infection.

1 2 3 4 5

When I haven't had sex in a long time and I want to have sex, I feel:

____

____

____

Deeper Love

Relationships: What do we want?

1. How do you define "being in a relationship?" Be as specific as possible.

2. At this point in your life, do you want to be in a relationship? Why or why not?

3. What qualities do you possess that make you a good relationship partner?

4. Identify areas that you would like to work on in order to become a better relationship partner.

5. Does your partner's HIV status matter to you? How?

Deeper Love
Intimacy Worksheet

Intimacy: 1. The state of being intimate
2. Something of a personal or private nature

Intimate: 1. Belonging to or characterizing one's deepest nature
2. Marked by very close association, contact, or familiarity
3. Marked by a warm friendship developed through long association
4. Of a very personal or private nature

Webster's Ninth New Collegiate Dictionary

Sexual Intimacy:

Physical Intimacy:

Emotional Intimacy:

Intellectual Intimacy:

Spiritual Intimacy:

Financial Intimacy:

Cultural Intimacy:

Cordon Negro

by Essex Hemphill

I drink champagne early in the morning
instead of leaving my house
with an M16 and nowhere to go.

I die twice as fast
as any other American
between eighteen and thirty-five.
This disturbs me,
but I try not to show it in public.

Each morning I open my eyes is a miracle.
The blessing of opening them
is temporary on any given day.
I could be taken out,
I could go off,
I could forget to be careful.
Even my brothers, hunted, hunt me.
I'm the only one who values my life
and sometimes I don't give a damn.

My love life can kill me.
I'm faced daily with choosing violence
or a demeanor that saves every other life
but my own.

I won't cross over.
It's time someone came to me
not to patronize me physically,
sexually, or humorously.

I'm sick of being an endangered species,
sick of being a goddamn statistic.
So what are my choices?

I could leave with no intention
of coming home tonight,
go crazy downtown and raise hell
on a rooftop with my rifle.
I could live for a brief moment
on the six o'clock news,
or masquerade another day
through the corridors of commerce
and American dreams.

I'm dying twice as fast
as any other American.
So I pour myself a glass of champagne,
I cut it with a drop of orange juice.

After I swallow my liquid Valium,
my private celebration
for being alive this morning,
I leave my shelter,
I guard my life with no apologies.
My concerns are small
and personal.

© 1985, 1992 Essex Hemphill, from the Penguin publication *Ceremonies: Prose and Poetry*.

The Lost Boy

by G. Winston James

I used to have sex
With my sister's boyfriends
Not because I was magical
But since they were men.
Men who did not care
About darkness,
Or mystery, or gender,
Or love.
I, for my part,
Was the same, but young.
Not knowing
That magic could be wasted:
Dirtied like my knees,
Perverted like my voice
Fucked like my mouth.
Unaware
That all of my magic –
The innocent smile
That called the sunshine
The almond eyes
That spilled the stars
The urgent heart
That set rivers free –
That all of it
Was me,
And that once lost
I might spend
The rest of my days
Searching for my own magic
In the same places
I had given it away
Accidentally.

© 1998 G. Winston James, from the Grapevine Press publication *Lyric: Poems Along A Broken Road*

Deeper Love
"Kujichagulia Statement of Commitment" *

The word Kujichagulia (one of the seven principles of Kwanzaa) means "self-determination" in Swahili. With this statement, you are making a pledge to commit yourself to avoid risky behavior. Read the following poem ***Glass Closet***** by Thomas Grimes, and consider how it relates to your personal commitment to maintain behavior that will support your self-esteem and help you to avoid spreading HIV.

If you don't affirm your own existence,
nobody else will.
Nobody will stand your ground
or fight your battles;
nobody will bleed for you.
Nobody will protect you from being called
"faggot sissy punk."
Nobody will rip the tongues from the mouths
of those who spit at you,
or break the arms
of those who use sticks and bats to beat you.
Take control,
shed your fears,
do it for yourself.

If you don't affirm your own existence,
nobody else will.
You have to stand tall and proud
like the king or queen you are.
You have to walk defiantly down streets
where you know you aren't wanted
and say, "Step aside."
Fight if you have to,
bleed if you must,
but affirm your own existence.
There is no hiding place;
living in a glass closet will not
protect you.

If it shatters, be strong.
Don't let the rocks that are thrown
cause you to crumble.

I, ________________________________, value my health. I value my relationships, the people in my life, my community. Therefore, I commit to upholding and maintaining those life-giving values that are important to me. I recognize that people can change for a better future, and I grant myself the opportunity to move beyond my past and any circumstances that might compromise my wish for a healthy future. I commit to applying the insights I have gained from this workshop into my daily life. I accept that "No" is a powerful answer when I choose to use it, and recognize that my behavior impacts my partner, my family, my friends, and my community.

I am self-determined to keep the values that are important to me and make this Kujichagulia Statement of Commitment to myself on this ____ day of ________________, 20________.

Signed: ______________________________________

* Adapted from American Red Cross African American HIV/AIDS Program: The Talking Drums

** © 1995 Thomas Grimes, from the Vega Press publication *Milking Black Bull: 11 Gay Black Poets. (Formatting by Malik M.L. Williams.)*

Certificate of Achievement

This certifies that

John Smith

has satisfactorily completed the

Deeper Love Workshop Series

for same-gender-loving black men,
and is hereby awarded this certificate
on this 12th day of February, 2002.

AID
Atlanta

AID
Atlanta

DEEPER LOVE

WORKSHOP FACILITATOR'S MANUAL

Revised: July 2002

Deeper Love
Program Description

Deeper Love is a five-week risk reduction workshop for African-American MSM's designed to provide useful tools that will aid participants in reducing their risks for HIV and other STD's. Innovative and fun educational techniques, the energy of fraternity, the discoveries from introspective thoughts, and activities encouraged by the workshop uniquely empower individual participants and inevitably lead to reducing and preventing the spread of HIV among the African-American MSM population. The workshop also generates the self-efficacy of positive behavior change.

There are virtually no safe spaces for African-American MSM's that identify the unique issues facing them in the AIDS epidemic, then provide the tools to address those issues. **Deeper Love** exists for that reason. **Deeper Love** provides a safe space for African American MSM's to congregate, to discuss, to learn and put into immediate practice a more positive behavior based on new or revisited self-awareness and new or revisited knowledge. **Deeper Love** also provides continued support of the desired behavior change with follow-up and auxiliary activities.

Guidelines for Facilitators

- ☐ Please try to arrive at the workshop location at least one-half hour prior to the start time for your workshop. This will give you time to ensure that your room is ready, all your materials are in place, and any last minute adjustments are handled.
- ☐ Remember the focus of each session as the discussions progress. Often, the group will take the workshop in an unexpected direction; the facilitator must help to get things back on track.
- ☐ Be prepared to help workshop participants keep track of the House Rules/Agreements. Things can get heated in the midst of discussion sometimes, and it is the facilitator's responsibility to ensure that everyone is treated fairly and is able to participate fully.
- ☐ The ideal size for each workshop group is 10-12 people. If your group is too large, please contact the African-American Gay Outreach Coordinator to see about splitting the session or asking some participants to return for a future session.
- ☐ Remember that we request a $15.00 **donation** from each participant. Payment may be in cash, check or money order. We encourage everyone to donate, but we will not turn away those who are unable to pay.
- ☐ If you need resources or materials not included in this manual, please contact the African-American Gay Outreach Coordinator: **Malik M.L. Williams at 404-870-7740.**

Standard Materials:

flipchart or board
sign-in sheets
clipboard
name badges
pre- and post-workshop quizzes
various worksheets (located in appendix)

SESSION ONE: "Starting with Community"

Goals: Familiarize participants with the group process (including house rules) and with each other, set goals for the workshop, begin discussion about social identity of black MSM's.

Materials: markers, name tags, House Rules sheet, grab bag & grab bag questions, TV/VCR, film: Marlon Riggs' *Black Is ... Black Ain't*

Facilitator's Note: Bring registration forms for everyone who has pre-registered for the workshop. Have everyone else complete registration forms as they arrive. Note to participants that a contact list will be typed and given out to all participants at Deeper Love's week-two session. Participants should inform facilitator if they would rather not have their contact phone number listed.

I. Introduction (35 min.)

A. Welcome (5 min.)

Welcome all new participants to the Deeper Love Workshop Series. Introduce yourself and thank people for attending. Emphasize the importance of their participating in a program like this. Address the need for gay/bisexual men to be able to exchange and learn about their needs and issues in a way that embraces their whole identity.

B. Check-In (15 min.)

Have participants share briefly about how they are feeling, how their day has been, as in a general check-in. This will give people an opportunity to express their states of mind and to feel welcome to the process after acknowledging their moods. Include a *Check-In Question* from the list provided to help promote discussion. (See end of manual for list of Check-In Questions.)

C. Group Agreements (15 min.)

Before listing the Agreements on the board, ask participants what kind of things they think are important ground rules to help ensure a positive experience. Usually, some of the Agreements will come out through participant suggestions.

Explain that the Deeper Love Agreements were established to ensure safety, confidentiality and comfort for all participants. The Agreements are actually guidelines to enhance discussions that are fun, provocative and stimulating. Briefly explain each of the Agreements. Ask if there any questions. Be sure to add any of the suggestions not already on the list.

1. Respect confidentiality of others
2. Be non-judgmental
3. Use "I" statements, when possible
4. Speak as you would normally
5. Be concise - please get to the point
6. Be "real" - no "pageant" answers!
7. Ask questions
8. Stay open-minded
9. Know your boundaries
10. Please be on time

II. Paired Introductions (20 min.)

Have participants form dyads (couples) with someone they don't know. Give them 5 minutes to inform themselves about each other. They will be prepared to introduce their partners to the rest of the group and say a little bit about them (e.g., birthplace, hobbies and interests, relationship status, latest CD bought, etc.). Direct participants to sit in chairs, facing each other throughout the exercise. Encourage them to get as personal as they possibly can, explaining that getting personal is what Deeper Love is all about. (Remind participants of the Agreements about confidentiality and speaking as you normally would.)

III. Goal-Setting (10 min.)

Ask participants to identify some of their expectations for this workshop. Prompt them by asking what went through their minds when they registered or as they was on their way to the workshop that evening. Ask what they hope to gain from this experience and if they have any particular issues they would like to work on. List responses on flip chart. Save the responses for discussion in the final session.

IV. Social Identity (1 hr)

A. Grab Bag Discussion (30 min.)

Pass out the Grab Bag to anyone at random. Ask each individual to select one question, read it aloud, answer it and invite others to respond. After the first participant responds, that participant can choose to pass the grab bag to another participant.

Sample Grab Bag Questions:

1. What do black people expect from men/ gay men? What's the difference?
2. Is there a black lesbian-and-gay community?
3. Are blacks more homophobic than whites?
4. How important is masculinity/being butch to black gay men?
5. How can BGM's get their spiritual needs met?

B. Film Viewing (30 min.)

(10 min. for film / 20 min. for discussion following)

The confluence of racism, class elitism and homophobia has a profound effect on the self-image and sense of community among black gay men. In this section participants view selected segments from Marlon Riggs' seminal critique *Black Is ... Black Ain't*. After the viewing, open the floor for their comments. Be sure to tie the questions from the grab bag to some of the issues raised in the film. Attempt to direct the conversation to address some of the following questions:

1. Are there benefits in black gay men being "out of the closet"?
2. Can a sense of black gay community be developed if most are "in the closet"?

3. Are you proud to be black?
4. Are you proud to be gay?
5. Is there a difference of pride between the two?
6. What do you think of the quote, "True niggers ain't faggots"? (Quote from Ice Cube noted in *Black Is ... Black Ain't*.)
7. Is there a woman inside of you?

V. Homework Exercises (5 min.)

A. Assignment 1

Have participants exchange phone numbers with someone that they did not know before the Deeper Love workshop began. Encourage participants to call someone from the workshop during the next week and discuss Week One's session and their hopes and goals for Week Two – "Going to the Source."

B. Assignment 2

Have participants take some time during the week to think about how their lives will look at the end. Have each one prepare a (written) eulogy for himself of not more than two minutes.

VI. Check Out - (10 min.)

It is important for checkout to have the participants come together in a group huddle, either holding hands or hugging. Have participants share their thoughts on the session, where they are emotionally and any revelations during the session.

Note: 10 additional minutes have been allotted for tardy participants - first session only and restroom/snack break.

End of Session One

SESSION TWO: "Going to the Source"

Goals: Examine personal beliefs and behaviors, examine our histories as individuals within the society discussed in Session One, evaluate the themes of personal responsibility and empowerment.

Materials: Nametags (should be the last time needed), "Label on My Back" tags, Essex Hemphill's "Ceremonies" excerpt.

I. Check In (10 min.)

II. Home Exercise Review (15 min.)

Ask what the eulogy experience felt like for everyone. Have two or three volunteers to share their eulogies from the homework exercise.

III. Self Determination: Where Our Lives Are Going (40 min.)

A. Dyad Discussion (15 min.)

Separate participants into pairs (or groups of three) and have them share with each other what they would like to accomplish with the rest of their lives. Suggest questions such as:

1. What do you want to do with whatever time you have left in life?
2. How do you want people to remember you after you're gone?
3. What is one thing you've never done that you'd like to do?

B. Group Discussion (25 min.)

Open the discussion to the whole group. Throw out the following question for discussion:

> "If fear were not a factor, what great things do you think you might accomplish with your life?"

Focus on the fact that looking forward, we still have choices about how the rest of our lives will be lived (regardless of the length), and what kinds of people we will eventually become. Remember the theme of personal empowerment.

IV. "Label on My Back" (40 min.)

Using pre-labeled index cards, go around placing a label on each person's back. Give participants five minutes to interact with each other, instructing them to ask each other only "yes or no" questions while they try to figure out what labels they are wearing. Then have everyone sit and individually see if each can identify what label he is wearing. After each participant has a chance to try and identify his label, have the group reveal what it actually is. After everyone has had a chance to find out what his label was, give participants a chance to discuss the exercise.

Some suggested questions:

1. How did it feel to not know what label others had associated with you?
2. How does your assigned label match with your perception of yourself? How does that feel?
3. What are some of the labels you feel you wear in your everyday life?
4. How are our identities shaped by the labels others place on us? What about our behaviors?

V. Fight for Your Right to be You (25 min.)

A. Cordon Negro (5 min.)

Hand out copies of Essex Hemphill's "Cordon Negro" and ask for a volunteer to read it aloud. (Alternately, ask everyone to close their eyes and listen as you read it aloud yourself.)

B. Group Discussion (20 min.)

Lead the group in a discussion about the poem. Suggested questions:

1. What was the Essex Hemphill trying to say in this piece?
2. How does the message of the poem relate to your life?
3. What can we do in our individual lives to combat the kind of forces he mentions in "Cordon Negro"?

VI. Homework Assignment (5 min.)

A. Assignment 1

Ask 3 or more gay/bisexual men the following questions: "Are Atlanta men relationship material? Why or why not?" (Direct participants to make note of their answers and bring answers with them to the next session.)

B. Assignment 2

Have participants again exchange phone numbers with another member of the group (a different person than in Week One). Encourage participants to call someone from the workshop during the next week and discuss Week Two's session and their hopes and goals for Week Three – "Relationships One-on-One."

VII. Check Out (10 min.)

Note: An additional 5 minutes has been allotted for a restroom/snack break.

End of Session Two

SESSION THREE: "Relationships One-on-One"

Goals: Examine the kinds of relationships we want, evaluate the ways we approach relationships, and

Materials: flip chart, index cards, pencils, "Intimacy" Worksheet, "My Current Reality" Worksheet

I. Check In (10 min.)

II. Home Exercise Review (15 min.)

Ask 1 or 2 participants to share the answers to the homework questions. Ask them for any explanations that their friends may have offered to support their ideas/opinions about the challenges in finding healthy relationships, particularly here in Atlanta. Invite other participants to share their own ideas/opinions about the subject. The time for this discussion is short, so you may want to limit number of participant responses.

III. Dating (30 min.)

Introduce the focus of the whole session. "The purpose of this discussion is to explore

1) The kind(s) of relationship(s) we want
2) Our expectations;
3) Our behaviors and experiences when it comes to sexual/romantic relationships."

"First, let's talk about dating. What happens as we're getting to know that guy we're attracted to?"

A. Dyad Discussion – Dating (15 min.)

Have them pair up to interview each other. They will ask each other the following questions relating to "dating."

1) What kind of man, what "type(s)" are you attracted to?
2) What do "a date" and "dating" mean for you?
3) How/when do you communicate your expectations?
4) When does sex come into the picture?

B. Group Discussion (15 min.)

Have the 2 or 3 participants share their partner's answers. Remind participants that there are different definitions of dating and different kinds of expectations may result. Emphasize the importance of

1) Being self-aware;
2) Communicating your feelings/expectations to your dating partner
3) Communicating in a way that your partner will really "hear" you;
4) Learning about your partner's feelings/expectations.

III. Defining Features of Personal "Romantic" Relationships (1 hr 20 min.)

Intro: "So often men come to the workshop sharing their frustrations and confusion about finding 'good men' and healthy relationships. Although there may be many such relationships, they are often not visible to the majority of black gay men who are seeking companionship. We often speak or hear about our low expectations regarding relationships. It would seem that we as black men either don't really want relationships or don't know how to identify the 'right' partners and sustain relationships with them. Now we're going to take a look at what we are doing or not doing to get what we want and why."

A. List Types. (10 min.)

Have participants list different types of relationships. Write items on flipchart. Suggested examples can include "monogamy", "public sex", "serial monogamy", "open relationships", "group sex", "booty calls." Remind the group that we can respect each other's right to experience a wide range of relationships and sexual experiences.

B. Self-Assessment (70 min.)

1. Characteristics (10 min.)

Hand out index cards for this segment. Inform participants that they are not required to share their answers but that they will have the opportunity if they desire. Ask participants to write down the following on their cards:

a) The type of relationship they most desire (no more than 2 for this discussion)
b) Physical characteristics of relationship partner (at least 5)
c) Non-physical characteristics (at least 5)

2. The Non-Negotiables (30 min.)

a) Have them examine their lists of physical and non-physical characteristics and identify what if anything on these lists is non-negotiable **(5 min.).**
b) After they have finished, invite them to share how they feel about filling out this card. **(10 min.)**
c) *Grab Bag Questions* **(15 min.)**
   1. The more non-negotiables you have, the narrower your choices will be. How do you feel about that?
   2. Have your non-negotiables changed over time? How?
   3. Have you made exceptions around partner standards for certain types of men? How?

3. Intimacy Assessment (15 min.)

Pass out the Intimacy Worksheet (see end of manual). Have participants place in order of importance in their ideal romantic relationship(s) that they seek, how the levels of intimacy are placed for them. Discuss and define each level of intimacy. Ask participants to also include on their list, levels of inti-

macy that may be missing from the worksheet (suggestions include: financial intimacy, creative intimacy, etc). Explain the importance of identifying all levels of intimacy important to oneself and the importance of knowing in what order they fall for one's desire for an intimate relationship. Identifying this "order" will help an individual more effectively communicate this "order" to others, so as to more effectively obtain the desired *romantic* relationship.

4. Dyad Discussion (15 min.)

Participants pair up. They identify and share with their partner at least 3 areas of improvement that they can work on to become better partners. When they are finished listing the "areas of enhancement" has them discuss at least 1way they can work on these areas (i.e., "read a book about gay relationships", "spend more quiet time alone"). Make sure they write down these enhancement areas and action steps. Encourage them to consider simple, realistic approaches that are within their current means. Invite them to share how they felt when writing these down. Emphasize that they don't have to feel bad or shame themselves when addressing these areas.

VI. Homework Assignment (5 min.)

A. Assignment 1

Hand out "My Current Reality" sheet. Ask participants to fill it out at home. Tell them, "Be prepared to talk about your feelings about filling it out next week."

B. Assignment 2
"Inanimate Object"

Tell participants to bring in "an inanimate object that represents you sexually." Try to avoid giving examples unless group members don't understand the exercise. Encourage participants to be creative and ask them to be prepared to explain their object. (Examples, if needed, may include military gear for someone who is sexually aroused by role-playing, or whipped cream for someone who believes he is sweet and smooth in bed.)

Also, hand out the typed phone list of participants. Again encourage participants to connect with someone that they did not know before the workshop began. Also, encourage a connection with someone other than the participant they connected with after Week One's session.

VII. Check Out (5 min.)

Note: An additional 5 minutes has been allotted for a restroom/snack break.

End of Session Three

SESSION FOUR: " SEX & RISK"

Goals: Create a positive view of Black MSM sexuality, increase or reinforce knowledge about HIV transmission and safer sex practices, facilitate healthy choices in sexual activities.

Materials: TV/VCR, Video: NMAC's HIV/AIDS in the African American Community, Condoms, Lubricant, Dildo

I. Check In (10 min.)

II. Homework Review (15 min.)

Have participants refer to their Current Reality sheet. If they don't have a sheet present, have them fill out a copy. Invite participants to share their reflections about writing about their "sexual reality."

1. Have you learned anything about yourself?
2. How do you feel about your "current sexual reality?
3. Is there anything about your patterns you'd like to change?

III. WHAT IS GOOD SEX? (40 min.)

Aim: To enhance our appreciation of our sexuality. This discussion may increase our comfort in discussing how we enjoy sex in an open and informative way.

A. Group (20 min.)

Have the group to share their "Best Sex Stories". Emphasize that, as always, they do not have to share if they are not comfortable. Remind them that they can omit identifying info about their partner.

1. Describe one of the best sexual encounters you've ever had.
2. Use as much detail as you'd like.
3. What specific elements made the sex "so good"?

Write down their responses to #3 "What made the Sex so Good?" on the flipchart. When this list is completed, point out the range of features that make good sex "good." Emphasize how sex can be soft and tender or rough, anonymous, romantic. Sex can be enhanced by our mood (i.e. horny, lonely, angry, playful). Point out the various times and places where sex can occur.

B. Dyad (10 min.)

Divide the group into pairs. Have each person in the pair "interview" each other for about 5 min. each. Have them ask the following questions:

1. What was the best sex you've ever had? What made it so good?
2. Do you enjoy being penetrated?
3. Do you enjoy penetrating your partner?

C. Group (10 min.)

At the end of the interview give everyone the opportunity to share their answers with the larger group. Facilitate the discussion to include some of the following questions.

1. Is there a need for the "bottom and top" discussion?
2. Does it make you less masculine to be penetrated?
3. Are you more at risk for HIV being a "bottom"?

IV. RISK and PROTECTION (1 hr 5 min.)

Aim: To increase knowledge about HIV transmission and risk reduction techniques

A. View "HIV & AIDS in the African American Community" (15 min.)

Show the NMAC tape titled HIV and AIDS in the African American Community. Pay close attention to participants' body language and general response to tape of HIV statistics and facts. Facilitate discuss to address the following questions:

1. What have you done about this epidemic?
2. How has the epidemic affect you?
3. Why have so many gay men been infected?
4. What can we do now about the alarming number of infected African American MSM?
5. Are we paying attention to the prevention messages for HIV and other STDs'?

B. HIV Current Knowledge Quiz (15 min.)

See quiz and answers at end of this manual.

Ensure that everyone participates. Call on those who seem hesitant to answer.

C. MOMENT OF SILENCE (5 min.)

Often times, the discussion of HIV/AIDS can change the mood of the room or discussion drastically. Note to the group that the purpose of the discussion is not to bombard them with overwhelming statistics and depress the group but to provide suggestions and support to impact this epidemic in our personal lives. In closing for this portion of Week Three, have participants mention the names of people that they have lost to the epidemic. After all participants that want to mention someone that they have lost to AIDS, direct a moment (1 minute is sufficient) of silence to honor the lives lost.

D. BREAK (5 min.)

It is important to take a break after the moment of silence. Before the break, note that the session will reconvene with encouragement and suggestions on what to do regarding the epidemic.

E. The Art of Latex and Other Strategies (25 min.)

1. Condom Demonstration

A. Ask for a volunteer before letting the group in on what is to follow. If no one volunteers, as always, choose someone from the group. Again, the goal is to get everyone to participate. Hand out a dildo to the volunteer (chosen participant). Direct the volunteer to place a condom correctly on the dildo using lube in his demonstration. Note to the group that after the volunteer's demonstration, the group will be able to *grade* the condom demonstration for accuracy.

NOTE: Use Section B depending on time available.

B. After grading the first few volunteers, hand out 1 dildo, 2 condoms and 2 lube packets to each participant. Tell them that you will guide them through the proper way to put on and take off a condom. As you are doing the condom demo, elaborate with practical information (i.e., enhancing pleasure by adding lube inside the condom tip; manually stimulating a partner while he's putting on a condom). Ask for tips and suggestions from the group.

Be prepared to make the following points regarding condoms:

1. Latex, not animal membrane.
2. Made in the USA.
3. Expiration date.
4. Different sizes, thickness, etc. Find one you are comfortable with.
5. Keep them away from heat.
6. Keep them handy (Where you have sex!)

Make the following points about lubricants:

1. Water based (not water soluble).
    - a) Foreplay
    - b) K Y Jelly
    - c) Astroglide
    - d) Wet
    - e) Cornhusker's Lotion
    - f) Etc.

2. DO NOT USE OIL BASED LUBRICANTS.
    - a) Petroleum jelly (Vaseline)
    - b) Any kind of oil (baby, suntan, etc.)
    - c) Vegetable shortenings (Crisco)
    - d) Butter of Margarine
    - e) Whipped Cream

    f) Etc.

3. Nonoxynol 9-spermicide is backup protection only. Some people are allergic to it

VI. Homework Assignment: INANIMATE OBJECTS (10 min.)

By this time, there probably will be a number of participants that will remind you that we have not addressed the "inanimate objects" homework given in Week Three. This homework exercise is a perfect way to close Week Four. Have participants share their inanimate objects with the group. Remind the group to be creative. Set the tone for the end of this session as light and fun. Attempt not to leave the session on a somber note regarding statistics and the epidemic, but on a note of feeling connected, empowered and hopeful.

VII. CHECK -OUT (10 min.)

End of Session Four

SESSION FIVE: "Management & Negotiation"

Goals: Reinforce understanding of personal responsibility and empowerment, provide information about triggers, develop strategies for managing risk.

Materials: HIV Disclosure Deeper Loveplay Exercise, Overcoming Negative Thinking Hand-out, Certificates of Achievement, Participants' phone list

I. Check-In (5 min.)

II. TRIGGERS (45 min.)

Objective: Trigger Management - Participants will develop skills in identifying and managing sexual triggers, which can interfere with consistent safer sex practices.

A. Definition (5 min.)

Our actions have a cause or a reason - they do not just happen. If we take the time to examine some of our sexual activities, we might be surprised to see how specific events guide us in making sexual decisions. These events are "triggers." Triggers are influences on decisions and behaviors. If we become aware of what they are, then we can be in greater control. When we are in control, we can better choose behaviors, which keep us safe.

Triggers also include moods and feelings, such as love. They may include a "longing for the good old days." They are sensations that sometimes have an effect on rational decision-making. Many men who have sex with men have made a commitment to practicing safer sex. Triggers often are the biggest barriers in following though with that personal commitment.

Some triggers that could be associated with sexual decisions may include several influences. Think of some things that can happen well before a risky situation that can help to lead up to it. It is common for those things we call triggers to fall into categories, which include physical characteristics, settings, drug, & alcohol use, etc.

Often there is more than one trigger exerting influence over us. One trigger alone, we might be able to handle, but as more triggers occur during a single encounter, there is a greater chance that a person might "lapse" into "old" behavior patterns that may put them and/ or their partners at risk.

B. Trigger Identification (15 min.)

Lead a discussion about the triggers they can identify for themselves. Write their responses on the flip chart in clusters, which match up with the headings:

- Physical Characteristics
- Setting/ locations
- Money
- Drugs/ alcohol
- Misinformation
- Emotions
- Partner's actions

Do not write the cluster headings until all of the listings are written. This is so that all participants understand that certain cluster areas may be a specific trigger area for some men, while others may have a wider range of triggers.

Some triggers will include:

- Physical Characteristics – eyes, big dick, good build, nice butt, hair color
- Setting/ locations - - Park, rest room, book store, bar, rest area
- Money - - rich guys, prostitution, nice car/ apartment/ house
- Drugs/ alcohol - - parties, drinking, used drugs
- Misinformation – not understanding the risk of a certain activity
- Emotions – in love, angry, horny, lonely
- Partner's actions - -pushy, lovable, pleaded, said he was healthy

Have participants identify the themes most closely related to them.

C. Trigger Management (15 min.)

Now that we have an understanding of how to identify personal triggers, let's look at ways of handling them.

Post "Problem Solving" poster. Read over the 4 steps of problems solving.

1. Identifying the problem (trigger)
2. Gathering Information (What works? What are my options?)
3. Evaluating alternatives (What can I try, make a decision, determine if it can work for you)
4. Taking action (acting on your plan/ decisions)

Ask participants if any of them have a "trigger" situation that they would like to share with the group. Look at the various ways to handle it. Have participants write down or think up their trigger situation. Ask them to include all of the "triggers" involved in this encounter.

Using this scenario, ask participants to:

1. Identify triggers

2. Brainstorm possible individual goals
3. Brainstorm strategies for handling triggers in terms of goals they set for themselves.

Examples -

Triggers:
- No sex in a while
- Cruising area
- Handsome
- Partner interest
- Arousal

Goals:
- Use condoms
- No sex
- Non-insertive sex

Strategies:
- Get phone number, hook up later when you are feeling more secure in your ability to negotiate safer sex
- Avoid cruising area
- Keep condoms with you
- Show other guy condom to show need to stay safer

D. FINAL TRIGGER STRATEGIES - WRAP UP (10 min.)

- Review the strategies you have come up with.
- How will these strategies work for you?
- How will they help you avoid or reduce risk?
- What potential barriers do you see that might prevent you from using these strategies?
- How could you modify your strategies so they will consistently work for you?

III. Communication Styles (15 min.)

Remind the group of the importance of being able to communicate needs and desires to a partner effectively. Encourage the group to (a) know what it is you want and what you do not want, (b) communicate to your partner such that he is likely to receive it well without wanting to defend or shut down; (c) ask your partner what are his needs and desires.

Introduce 4 basic communication styles. Write each as a separate heading; offer a brief definition; and ask the group for examples of each. Ask them to reference their scenario role-plays. For example, were any of these styles

used in the role-plays? How did the communication style affect the negotiation?

Passive **-** Allowing others to make decisions for you, even though you may resent it; feeling helpless and powerless; rarely expresses feelings openly and appears to have little self-confidence.

Aggressive - Expresses feelings openly, but in a way that puts others down. Seen by others often as obnoxious, rude, vicious, and egocentric.

Indirectly aggressive or Passive/aggressive - Subtle manipulation - anger not expressed openly; but acted out. Seen by others often as manipulative, sneaky.

Assertive **-** Able to state views and desires directly and openly without being obnoxious. High self-confidence and feeling of personal power, respects rights and feelings of others, evaluates a situation, decides how to act, and then acts without reservation.

IV. DISCLOSURE (25 min.)

Introduce the topic of HIV disclosure as a prime example of the importance of communication between sexual/romantic partners. This focus addresses the challenges and factors that affect if, how and when men disclose HIV+ status.

A. Deeper Loveplay (10 min.)

See "Deeper Loveplay" sheet at end of this manual.

Ask for two volunteers for each scenario to act out the scenario in front of the group. Attempt to allow the volunteers to form the discussion to address the issues important to them. If after 3 to 4 minutes, you feel that there are issues not addressed within the role-play, either take over the discussion from one of the volunteers or ask if there is someone else in the group who would like to take over either character in order to address some unresolved or unaddressed issue.

B. Disclosure Discussion (15 min.)

Discuss the Deeper Loveplay exercise. Direct the discussion to the following questions:

1. Why does someone choose to disclose his HIV status to a sexual partner?
2. Why does someone choose not to disclose his HIV status to a sexual partner?

Write down responses on the flipchart. Make following points about disclosure:

1. Whether and how HIV status is disclosed depends upon (a) the individual, (b) his partner, (c) the social context/setting, and (d) the sexual context/setting.
2. The anticipation of disclosing can cause a great deal of anxiety due to the following (ask the group for some examples):

   - Fear of sexual rejection
   - Fear of loss of confidentiality
   - Not wanting "1000 questions" about HIV and the HIV+ partner's health

3. There is no simple formula or rule to disclosing.
4. Disclosing is interactive, it involves 2 parties: one giving information and the other receiving it. By his attitudes, behavior, language, the receiving partner may influence how the information will be given. ___
5. The type of relationship with a partner (anonymous, casual, regular sex partners) may determine whether and how one will disclose.

V. Overcoming Negative Thinking (30 min.)

This exercise offers information about reforming negative thought patterns that often block our sense of self-esteem and fulfillment. These patterns may hinder our capacity to make healthy decisions and negotiations that work in our best interest. The goal of reforming these patterns into affirmative thinking can be met by doing the following objectives:

1. **Recognize negative messages and self put-downs.**
2. **Get in touch with underlying feelings.**
3. **Counter negative message with true affirmation.**

A. Have the group list some examples of different kinds of negative thinking. Use a few examples from the "Distortions In Thinking" list in case the group is stuck. Ask participants to give personal examples of these patterns.

B. Have each participant select one negative thought pattern that they have historically/currently applied to them. Inform them that they can keep the info to themselves and they may share if they are comfortable doing so.

C. Take one example (preferably one offered by the group or one that is prepared) through the reframing process suggested. (See "**Overcoming Negative Messages"** sheet.) Write out the process steps on the flipchart:

1. **Notice the negative message.**

2. **Recognize what you're really saying to yourself (i.e., "I'm judging myself"; "I'm limiting myself because I'm HIV+")**
3. **Get in Touch with real feelings.**
4. **Identify the Negative pattern.**
5. **Acknowledge the Protective function.**
6. **Counter the negative message with your true abilities**.

Use one of the examples for discussion and walk through the steps with the participants as the group does the reforming.

VI. Graduation (10 min.)

A. Closure

Thank the participants for being a part of The Deeper Love Workshop. Emphasize the importance of having a safe space for gay men of African descent to have meaningful dialogue. Point out that while HIV/AIDS is a very important issue affecting us, it is not the only concern. We have a very full menu of needs and issues and this program has addressed a few of them. Remind them that this program was not designed to provide all the answers, but rather to help enhance skills in assessing what we want and how we can get it. Encourage them to tell others about this program. Invite them to the Black Coffee monthly gathering and other AID Atlanta Gay Outreach programs such as "Bridging The Gap", "AIDS 101", and "Gay University". Remind them about other organizations like "Second Sunday"; "Brothers Back2Back"; "Conscious Connections"; "Card Players of Atlanta" and others that were formulated especially for black gay men.

Hand out a completed participant phone list. Ask all participants to re-verify that the information on the phone list is accurate.

B. Presentation of Certificates (5 min.)

Call out individual names and present each of them with Deeper Love Certificate of Achievement.

VII. Workshop Evaluation (10 min.)

Hand each participant an evaluation sheet and the list of goals from Week One's discussion. Ask all participants to fill out the evaluation, keeping in mind the original stated goals by the group. Explain the importance to the group of completing the Deeper Love Workshop evaluations. Note that completed evaluations help us to refine our programs and make our programs as beneficial as we can for participants.

VIII. FINAL CHECK OUT (15 min.)

The facilitator should note to the group during final check out, a memorable or outstanding characteristic or comment from each participant during some portion of the past four weeks.

End of Session Five/End of Workshop

DEEPER LOVE
PROGRAM EVALUATION

Please answer all of the questions below. The evaluations are used to refine the program you have just completed. The evaluations should be returned along with the questionnaires. Thanks!

Please rate the value of each item on the following 5-point scale:

strongly disagree	**disagree**	**neutral**	**agree**	**strongly agree**
1	**2**	**3**	**4**	**5**

The length of the course (4 weeks) worked for me.
1 2 3 4 5

The length of each class (2 ½ hours) worked for me.
1 2 3 4 5

Comments/suggestions:

____

____

AID Atlanta is a good location for the workshop.
1 2 3 4 5

How would you rate the facilitator?

The facilitator actively encouraged participation from the group.
1 2 3 4 5

The facilitator had considerable knowledge of the topics presented.
1 2 3 4 5

The facilitator was skilled and appeared qualified to lead the group.
1 2 3 4 5

Comments/suggestions

____

____

____

____

GROUP SATISFACTION SCALE

Please rate each of the statements below as they relate to the group experience you have just completed using the scale below. Please indicate the degree to which you agree or disagree with each statement.

strongly disagree		neutral		strongly agree
1	**2**	**3**	**4**	**5**

____ 1. As a result of my group experience, I understand myself better.

____ 2. I received help with concerns other than my original reasons for attending the group.

____ 3. I feel that these groups can help others with personal concerns.

____ 4. I was able to meet my goals for my group experience.

____ 5. Others in the group helped me in dealing with my personal concerns.

____ 6. I believe I was able to help others in the group.

____ 7. I feel better about myself after being in the group.

____ 8. I can use what I learned in the group to improve my relationships with others.

____ 9. For the most part, I believe I was a valuable member of the group.

____ 10. I would recommend a similar group to a friend.

____ 11. I would like to continue meeting with group members.

____ 12. I know more about the transmission of HIV/STD's.

____ 13. I feel more empowered in our fight against the HIV epidemic.

____ 14. I am more aware of barriers to HIV prevention in the African-American MSM population.

____ 15. I know of more activities and services for the African-American MSM population.

Please share one or two behavior changes and/or self-realizations influenced by your attending the Deeper Love workshop series:

Things I liked about the Deeper Love workshop series:

Things I disliked about the Deeper Love workshop series:

Thank you for taking the time to complete these questions.

Your help is invaluable.

Deeper Loveplay

Tommy

You have been in a one-on-one relationship with Montell for two years now. Things are going very well between the two of you. You've been pretty faithful except two times when you slept with someone that you met at the club while Montell was out of town. Although the two separate encounters didn't mean anything to you, you would never share them with Montell because you know that he would lose it. You would bet your life that Montell has been faithful to you. Since your relationship is now two years old, you want condoms to disappear from your sex with Montell. Even though you may have hinted at it before, you've never explicitly shared those thoughts with him. Tonight is the night that you will discuss it.

Tommy's position during Loveplay

You will take any apprehension on Montell's part about allowing condoms to disappear as a sign that he may have been unfaithful.

Deeper Loveplay

Montell

You have been in a one-on-one relationship with Tommy for two years now. Things are going pretty well between the two of you; in fact, you care about him more than any man you've ever been involved with. You've been to him since you first started dating, and haven't had sex with anyone else. You suspect, though, that Tommy has not always been faithful to you. At this point in your relationship, you are still using condoms when you have sex. Tommy has been dropping hints about getting rid of the condoms, but you are terrified of trusting him too much. Tonight is the night that you will discuss it.

Montell's position during Loveplay

You will be adamant about not getting rid of the condoms from your sex, no matter how much Tommy pressures you.

CHANGE YOUR THOUGHT - CHANGE YOUR LIFE

Overcoming Negative Thinking

(Contains materials from "Reclaiming Your Life" by Rik Isensee)

Distortions In Thinking

* Perfectionism
* All-or-nothing Thinking
* The tyranny of "should"
* Limiting yourself with a label
* Ignoring the positive and exaggerating the negative
* Over generalizing
* Taking things personally
* Anticipating the worst
* Comparing yourself to others

Feelings & Conclusions

Event: Left by partner
Underlying Feeling: Sad
Negative Conclusion: I'm never going to find anyone else
Result: Hopeless and Depressed

Countering Unrealistic Conclusions

"I'm really disappointed that this didn't work out. I feel sad and lonely, and I miss the good times we had together. After all these disappointments, I'm afraid I'll never find anyone. But I don't have to keep telling myself I'm never going to be in another relationship, because that will just keep me from meeting anyone new. I feel sad and maybe I need to withdraw for a while, but eventually I'll be ready to reach out again and meet other men. Just because things didn't work out doesn't mean I'm not a worthwhile person or that I don't deserve a loving partner. I have a lot of kind and loving qualities that I could bring to a new relationship."

Overcoming Negative Messages

The Process

1. Notice the negative message.
2. Recognize that you are putting yourself down.
3. Get in touch with underlying feelings.
4. Identify the distortion in thinking.
5. Acknowledge the protection function.
6. Counter the negative message with your true abilities

Examples

EXAMPLE 1

1. Negative Message: **You're not going to have a trusting relationship because men are dogs. Especially the last one you dated.**
2. Recognition: I'm giving myself a negative message.
3. Underlying feelings: I am hurt because I trusted someone once before and I'm afraid of being hurt again.
4. Distortion in thinking: **over generalizing from past disappointments**.
5. Protective function: to keep from being hurt again.
6. True abilities: I have the ability to trust again even though I may be afraid. I know I deserve the kind of partner who deserves my trust.

EXAMPLE 2

1. Negative message: **You are a failure. You are supposed to use a condom each and every time and you slipped up.**
2. Recognition: I'm aware that I'm putting myself down.
3. Underlying feeling: sadness / disappointment in self.
4. Distortion in thinking: **perfectionism**
5. Protective function: to prevent humiliation.
6. True abilities: Sometimes I don't do what I set out to do but I can always learn from my mistakes

EXAMPLE 3

1. Negative Message: **You should not let sex be so important**.
2. Recognition: I'm aware that I'm putting myself down.
3. Underlying feeling: Shame about sexuality
4. Distortion in thinking: **the tyranny of "should"**
5. Protective function: to prevent shaming.
6. True abilities: It's all right to really enjoy sex. My sexuality is an important part of who I am. I can enjoy sex in a healthy way.

EXAMPLE 4

1. Negative Message: **You tested positive for HIV, so no one will want you ever**.
2. Recognition: I'm aware that I'm limiting myself because of my HIV status.

3. Underlying feelings: anger, sadness, fear, etc.
4. Distortion in thinking: **anticipating the worst**.
5. Protective function: protection against being rejected.
6. True abilities: I can have sex and still be safe. There are a lot of men who are willing to be sexual and/or be in a relationship with someone who is HIV positive. I can reach out for support from other men and find out how they've been dealing with this.

EXAMPLE 5

1. Negative Message: **You're too sensitive.**
2. Recognition: I'm aware that I'm judging myself.
3. Underlying feeling: hurt
4. Distortion in thinking: **Limiting yourself with a label**.
5. Protective function: to avoid being hurt.
6. True abilities: it's great to be sensitive to my surroundings–that's what keeps me alive. I can also check out my perceptions to see whether they are accurate.

EXAMPLE 6

1. Negative Message: **You've had very risky sex with him before, so why bother with safer sex now**.
2. Recognition: I'm aware that I'm trying to rationalize high-risk sex.
3. Underlying feeling: anger at myself for previous high-risk sex.
4. Distortion in thinking: **all-or-nothing thinking**
5. Protective function: to avoid having to take responsibility for my behavior.
6. True abilities: I know I didn't have safer sex before, but it's still important to reduce my sexual risk now.

Deeper Love

My Current Reality

Please answer the following questions honestly. You will not be asked to share your answers with anyone. The questions refer to what you have done in the last 6 months.

I am really looking for … (circle as many as apply):

- a trick.
- someone to date (with sex).
- a booty call.
- a committed relationship (monogamous).
- someone to date (without sex).
- an anonymous encounter.
- a 3-way.
- a committed relationship (non-monogamous).
- a casual sex partner.
- a group of sex partners

In the past 6 months I have had _____sex partners

I have had anonymous sex _____ times

Jacking off together is sex to me.	Y/N
Sucking dick is sex to me.	Y/N
I will have sex with someone who is HIV positive.	Y/N
A man's HIV status affects the kind of sex I will have with him.	Y/N
I am likely to take more chances with someone I believe is HIV negative.	Y/N
I like sex when I'm high	Y/N
I have had sex while "high" ______ times.	
I like sex when I'm drunk	Y/N
I have had sex while drunk ______ times.	
I know my HIV status	Y/N

I know this because:

____

____

____

I have sucked ______ men's dicks.

I have penetrated another man ______times.

I used a condom ______ of those times.

I have been penetrated by another man ______ times.

"He" used a condom ______ of those times.

Use the following scale for the next set of questions:

Strongly Dis-agree	**Disagree**	***Neutral/ Don't Know***	**Agree**	***Strongly Agree***
1	**2**	**3**	**4**	**5**

I feel that I am attractive to other men.

1 2 3 4 5

I feel good about where I am in Life (overall).

1 2 3 4 5

I am ready to make a commitment to reduce my risk for HIV/STD infection.

1 2 3 4 5

When I haven't had sex in a long time and I want to have sex, I feel:

____

____

____

Deeper Love

Relationships: What do we want?

1. How do you define "being in a relationship?" Be as specific as possible.

2. At this point in your life, do you want to be in a relationship? Why or why not?

3. What qualities do you possess that make you a good relationship partner?

4. Identify areas that you would like to work on in order to become a better relationship partner.

5. Does your partner's HIV status matter to you? How?

Deeper Love

Intimacy Worksheet

Intimacy:
1. The state of being intimate
2. Something of a personal or private nature

Intimate:
1. Belonging to or characterizing one's deepest nature
2. Marked by very close association, contact, or familiarity
3. Marked by a warm friendship developed through long association
4. Of a very personal or private nature

Webster's Ninth New Collegiate Dictionary

Sexual Intimacy:

Physical Intimacy:

Emotional Intimacy:

Intellectual Intimacy:

Spiritual Intimacy:

Financial Intimacy:

Cultural Intimacy:

Cordon Negro

by Essex Hemphill

I drink champagne early in the morning
instead of leaving my house
with an M16 and nowhere to go.

I die twice as fast
as any other American
between eighteen and thirty-five.
This disturbs me,
but I try not to show it in public.

Each morning I open my eyes is a miracle.
The blessing of opening them
is temporary on any given day.
I could be taken out,
I could go off,
I could forget to be careful.
Even my brothers, hunted, hunt me.
I'm the only one who values my life
and sometimes I don't give a damn.

My love life can kill me.
I'm faced daily with choosing violence
or a demeanor that saves every other life
but my own.

I won't cross over.
It's time someone came to me
not to patronize me physically,
sexually, or humorously.

I'm sick of being an endangered species,
sick of being a goddamn statistic.
So what are my choices?

I could leave with no intention
of coming home tonight,
go crazy downtown and raise hell
on a rooftop with my rifle.
I could live for a brief moment
on the six o'clock news,
or masquerade another day
through the corridors of commerce
and American dreams.

I'm dying twice as fast
as any other American.
So I pour myself a glass of champagne,
I cut it with a drop of orange juice.

After I swallow my liquid Valium,
my private celebration
for being alive this morning,
I leave my shelter,
I guard my life with no apologies.
My concerns are small
and personal.

© 1985, 1992 Essex Hemphill, from the Penguin publication *Ceremonies: Prose and Poetry*.

The Lost Boy

by G. Winston James

I used to have sex
With my sister's boyfriends
Not because I was magical
But since they were men.
Men who did not care
About darkness,
Or mystery, or gender,
Or love.
I, for my part,
Was the same, but young.
Not knowing
That magic could be wasted:
Dirtied like my knees,
Perverted like my voice
Fucked like my mouth.
Unaware
That all of my magic –
The innocent smile
That called the sunshine
The almond eyes
That spilled the stars
The urgent heart
That set rivers free –
That all of it
Was me,
And that once lost
I might spend
The rest of my days
Searching for my own magic
In the same places
I had given it away
Accidentally.

© 1998 G. Winston James, from the Grapevine Press publication *Lyric: Poems Along A Broken Road*

Deeper Love

"Kujichagulia Statement of Commitment" *

The word Kujichagulia (one of the seven principles of Kwanzaa) means "self-determination" in Swahili. With this statement, you are making a pledge to commit yourself to avoid risky behavior. Read the following poem ***Glass Closet***** by Thomas Grimes, and consider how it relates to your personal commitment to maintain behavior that will support your self-esteem and help you to avoid spreading HIV.

If you don't affirm your own existence,
nobody else will.
Nobody will stand your ground
or fight your battles;
nobody will bleed for you.
Nobody will protect you from being called
"faggot sissy punk."
Nobody will rip the tongues from the mouths
of those who spit at you,
or break the arms
of those who use sticks and bats to beat you.
Take control,
shed your fears,
do it for yourself.

If you don't affirm your own existence,
nobody else will.
You have to stand tall and proud
like the king or queen you are.
You have to walk defiantly down streets
where you know you aren't wanted
and say, "Step aside."
Fight if you have to,
bleed if you must,
but affirm your own existence.
There is no hiding place;
living in a glass closet will not
protect you.

If it shatters, be strong.
Don't let the rocks that are thrown
cause you to crumble.

I, ________________________________, value my health. I value my relationships, the people in my life, my community. Therefore, I commit to upholding and maintaining those life-giving values that are important to me. I recognize that people can change for a better future, and I grant myself the opportunity to move beyond my past and any circumstances that might compromise my wish for a healthy future. I commit to applying the insights I have gained from this workshop into my daily life. I accept that "No" is a powerful answer when I choose to use it, and recognize that my behavior impacts my partner, my family, my friends, and my community.

I am self-determined to keep the values that are important to me and make this Kujichagulia Statement of Commitment to myself on this ____ day of ________________, 20________.

Signed: ______________________________________

---

* Adapted from American Red Cross African American HIV/AIDS Program: The Talking Drums

** © 1995 Thomas Grimes, from the Vega Press publication *Milking Black Bull: 11 Gay Black Poets. (Formatting by Malik M.L. Williams.)*

Certificate of Achievement

This certifies that

John Smith

has satisfactorily completed the

Deeper Love Workshop Series

for same-gender-loving black men,
and is hereby awarded this certificate
on this 12th day of February, 2002.

AID
Atlanta

DEEPER LOVE
PROGRAM EVALUATION

Please answer all of the questions below. The evaluations are used to refine the program you have just completed. The evaluations should be returned along with the questionnaires. Thanks!

Please rate the value of each of the following on a 5-point scale.
(did not work 1 2 3 4 5 excellent)

Did the length of the course work for you (3 wks)?	1	2	3	4	5
Did the length of each class work for you (2-1/2 hrs)?	1	2	3	4	5

Comments:____
____

Do you think AID Atlanta is a good location for the workshop?
1 2 3 4 5

How would you rate the facilitators

Main Facilitator :

Personality	1	2	3	4	5
Topic(s) Knowledge	1	2	3	4	5
Ability to facilitate group	1	2	3	4	5

Comments/suggestions____
____

AIDS Info Facilitator (Ist session)

Personality	1	2	3	4	5
Topic(s) Knowledge	1	2	3	4	5
Ability to facilitate group	1	2	3	4	5

Comments/suggestions:____
____

GROUP SATISFACTION SCALE

Please answer each of the following questions as they relate to the group experience you have just completed using the scale below. Please indicate the degree to which you agree or disagree with each statement:

(Strongly disagree 1 2 3 4 5 Strongly agree)

___1. As a result of my group experience, I understand myself better.

___2. I received help with concerns other than my original reasons for attending the group.

___3. I feel that these groups can help other's with personal concerns.

___4. I was able to meet my goals for my group experience.

___5. Others in the group helped me in dealing with my personal concerns.

___6. I found I was able to help others in the group.

___7. I feel better about myself after being in the group.

___8. I can use what I learned in the group to improve my relationships with others.

___9. For the most part, I believe I was a valuable member of the group.

__10. I would recommend a similar group to a friend.

__11. I would like to continue meeting with group members.

Please share one or two behavior changes/ self realizations influenced by your attending the Deeper Love workshops :

____
____
____
____
____

Things I liked about the Deeper Love workshops:

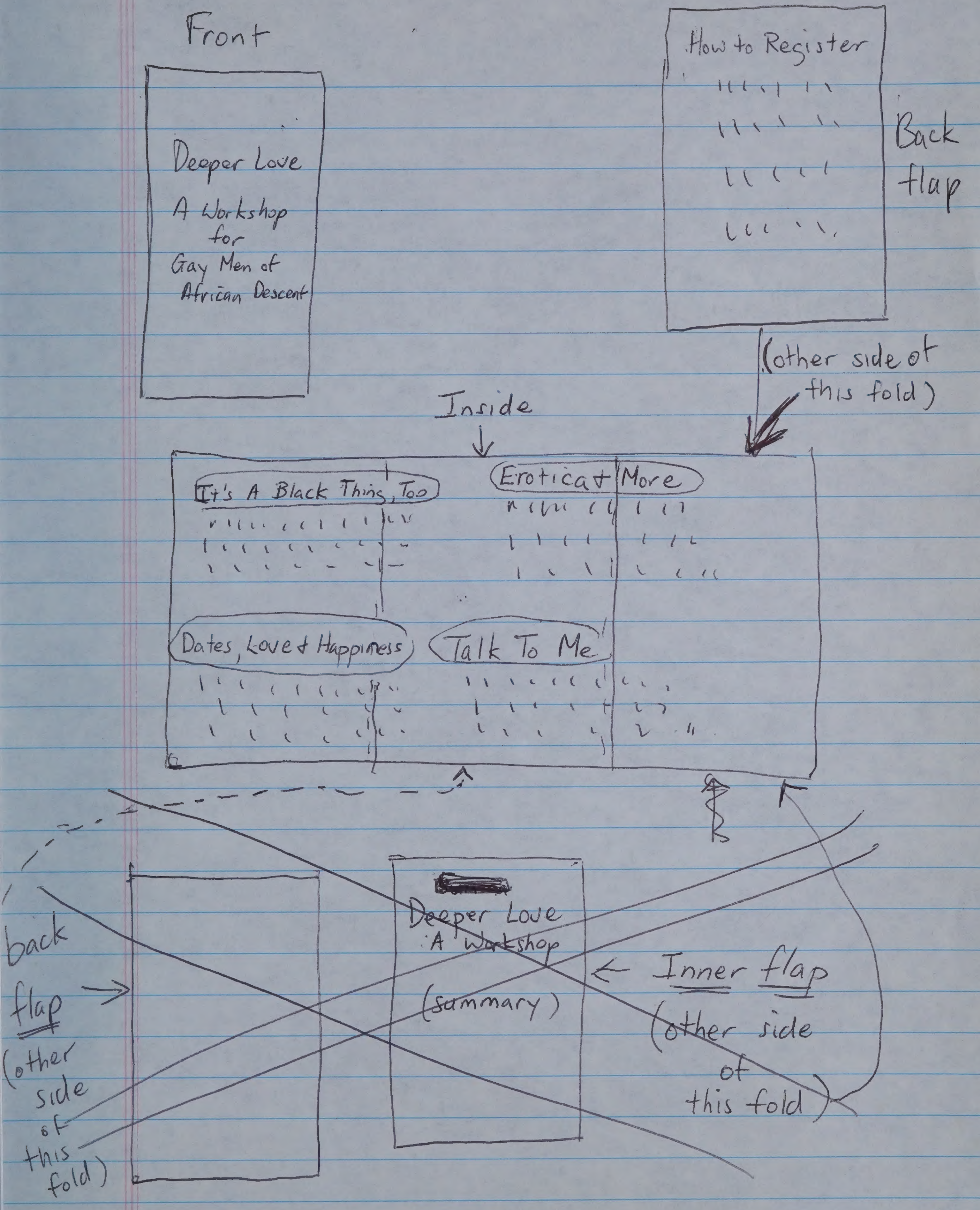
____
____
____
____
____

Things I disliked about the Deeper Love workshops :

____
____
____
____
____

Thank you for taking the time to complete these questions.

Your help is invaluable.


Front
Deeper Love
A Workshop for Gay Men of African Descent
How to Register
Back flap
(other side of this fold)
Inside
It's A Black Thing, Too
Erotica + More
Dates, Love + Happiness
Talk To Me
Deeper Love
A Workshop
(summary)
Inner flap
(other side of this fold)
back flap
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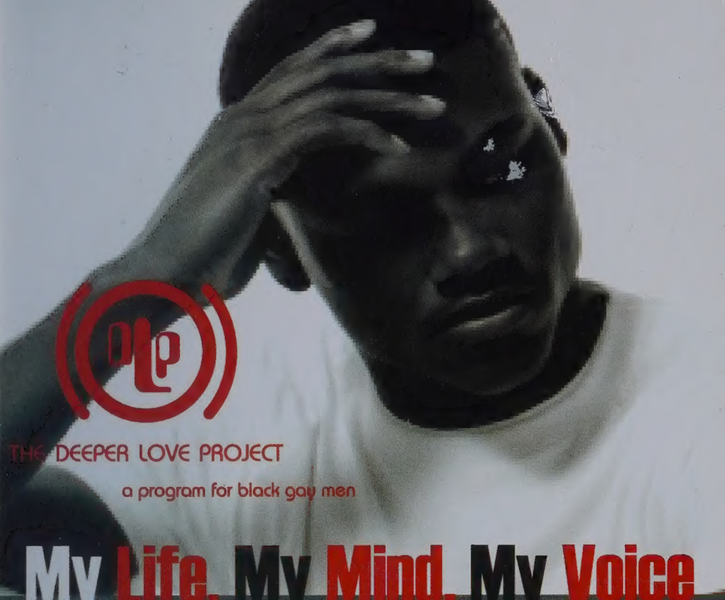


THE DEEPER LOVE PROJECT

a program for black gay men

My Life, My Mind, My Voice

THE DEEPER LOVE PROJECT FOCUSES ON THE NEEDS, FEARS, TRIUMPHS, ADVERSITIES, AND ACCOLADES OF BLACK MEN WHO HAVE SEX WITH MEN. WHETHER YOU IDENTIFY AS GAY, BI, IN THE CLOSET, OR NEW TO THE LIFESTYLE, THIS IS A SPACE WHERE YOU CAN CONNECT & NETWORK WITH YOUR BROTHERS IN AN OPEN AFFIRMING & POSITIVE ENVIRONMENT. WE BELIEVE THAT EMPOWERMENT AND COMMUNITY ARE THE 1ST STEPS IN MAKING IMPORTANT LIFE CHOICES AS BLACK MEN!

404.870.7765

Stay up to date with us on www.facebook.com/thedeeperloveproject

Follow us on Twitter www.twitter.com/TheDeeperLove

Are you looking to connect with
other brothers and community?

Are you ready to Teach, Learn, Share
your thoughts, ideals and experiences?

We might be just what you're looking fo

My Life, My Mind, My Voice

Check out the Deeper Love Project.

- Discussion Group
- Game Nights
- Bowling Days
- Trivia Nights
- Retreats

THE DEEPER LOVE PROJECT

a program for black gay men

404.870.7765

- www.deeperloveproject.tumblr.com
- TheDeeperLove@gmail.com

AID Atlanta
www.aidatlanta.org

Education Department Program Outline

Name of Program: The Deeper Love Project

Coordinator: Craig Washington

Phone extension: 271

Brief description of program (include when the program was begun):
The Deeper Love Project began in April 1997. The centerpiece of the program was a 3-session workshop series (expanded to 4 sessions in 1998). The Deeper Love workshop was modeled after the Slipping & Sliding program and similar interventions designed for black gay men. The Workshop addresses a range of psychosocial issues directly relevant to black gay men (i.e., self-image, identity, community dynamics, sexuality, safer sex , relationships, safer sex, HIV/AIDS, communication, etc.) Currently the DLP consists of **The Deeper Love Workshop**; **Black Coffee**, a monthly gathering of Workshop graduates and/or volunteers; **Throb**, a sexuality discussion hosted in the homes of volunteers and various public forums. The Deeper Love Project is assisted by 2 part-time outreach workers and a group of 10-12 volunteers.

Target audience for program: Same-sex attracted black men.

Purpose of program: To provide target audience with guidance and tools to help reduce the risk of HIV infection/reinfection and increase self-awareness and self-acceptance.

How many people do you expect to serve through this program in 1999?

Deeper Love Workshop Series -	120
Black Coffee -	300
Throb rap sessions-	100
Public /Social Forums-	500
General Outreach -	24,000
Estimated Total-	25,020

What sort of funding does this program currently receive? (Include grants, one-time gifts or special events which raise money for it)
The program is primarily funded through the general Education Department funds. In 1997, the Gay Outreach program and The Deeper Love Project jointly received a $25,000 grant from the Atlanta AIDS Partnership Fund. In 1999, The Deeper Love Project and the African American Outreach program jointly received a $90,000 grant from the Health 1st Foundation.

What about this program do you think would be the most attractive for potential donors?
The HIV/AIDS epidemic still disproportionately affects black gay men. Among African Americans, gay men comprise the majority of AIDS cases. Black gay men have not experienced the level of decreasing HIV infection documented among white gay men. This is a prevention program that addresses this population group with strategies that have been scientifically assessed

to be helpful in reducing the sexual behavior risks of HIV infection.

How is this program different from other programs which serve the same target group?
This program addresses a multiplicity of needs and concerns of black gay men. Unlike many programs that only address cognitive aspects of decision- making and behavior, these interventions address information needs and psychosocial factors. The activities of this program are integrated to help build a higher level of "communitiy among black gay men which can facilitate more social support for higher self-efficacy and behavior modification.

Any other notes:
This program needs more finacial support to expand its capacity to reach higher numbers of different black same-sex attracted identities.

919-840-9854

- Return Calls
- Anticipated Calls (Say you'll call then don't until later)
- LA
- Feelings (that my calls are not important)

Radar Screen -
Too busy (?)
Not feeling it (?)

770-333-FILM

Summer of Sam

LeFont Plaza at Ponce → 9:45 pm

Lenox – 10:30

N. Dekalb Mall – 10:00

BROTHERS GO DEEPER
AAGO

African American Gay Outreach presen

Deeper LOVE

Sex • Love • Relationships • Risks and Rewar
A dynamic workshop for Brothers who love me

Other programs offered by AAGO:

Puppy Love

in collaboration with My Brothaz Keeper

Just for younger Brothers, 18-25 years old, this workshop offers a safe space to come together and explore emerging relationships and sexuality.

Bridging the Gap

Gay and Bisexual Brothers, Heterosexual Sisters, come together and address the issues that divide us, the commonalities that bind us.

Bar, Club and Street Outreach

Providing prevention information and materials, and safer sex kits at Atlanta's hot spots.

FREE HIV Education & Prevention Programming

Including seminars, personal experience speakers, and classroom or on-the-job presentations.

For more information, contact
African American Gay Outreach
404.870.7740
AAGO@aidatlanta.org

AID Atlanta
www.aidatlanta.or

DESIGN: WWW.EMDESIGNSGROUP.COM | 404.230.2822 PHOTO: MALIK M.L. WILLIAMS | 404.808.68

for Brothers "in the life"

THE Deeper LOVE PROJECT

BROTHERS GO DEEPER

Sex • Love • Relationships • Risks and Rewards

for Brothers "in the life"

THE Deeper LOVE PROJECT

Deeper Love
Join this dynamic, interactive experience for brothas who love other men. Sex, Love, Relationships, Risk & Rewards: we cover them and everything in-between!.

Think Again
in collaboration with Positive Impact
A monthly series of discussions based on the anthology of the same name, this series brings a new dimension to helping black men empower themselves to live healthy lives. (Copies of the book available FREE at the discussions.)

Bar, Club and Street Outreach
Providing prevention information and materials, and safer sex kits at Atlanta's hot spots.

Get Your Life!
An interactive conversation between young brothaz about love, relationships, sex, and how we take care of ourselves as a community.

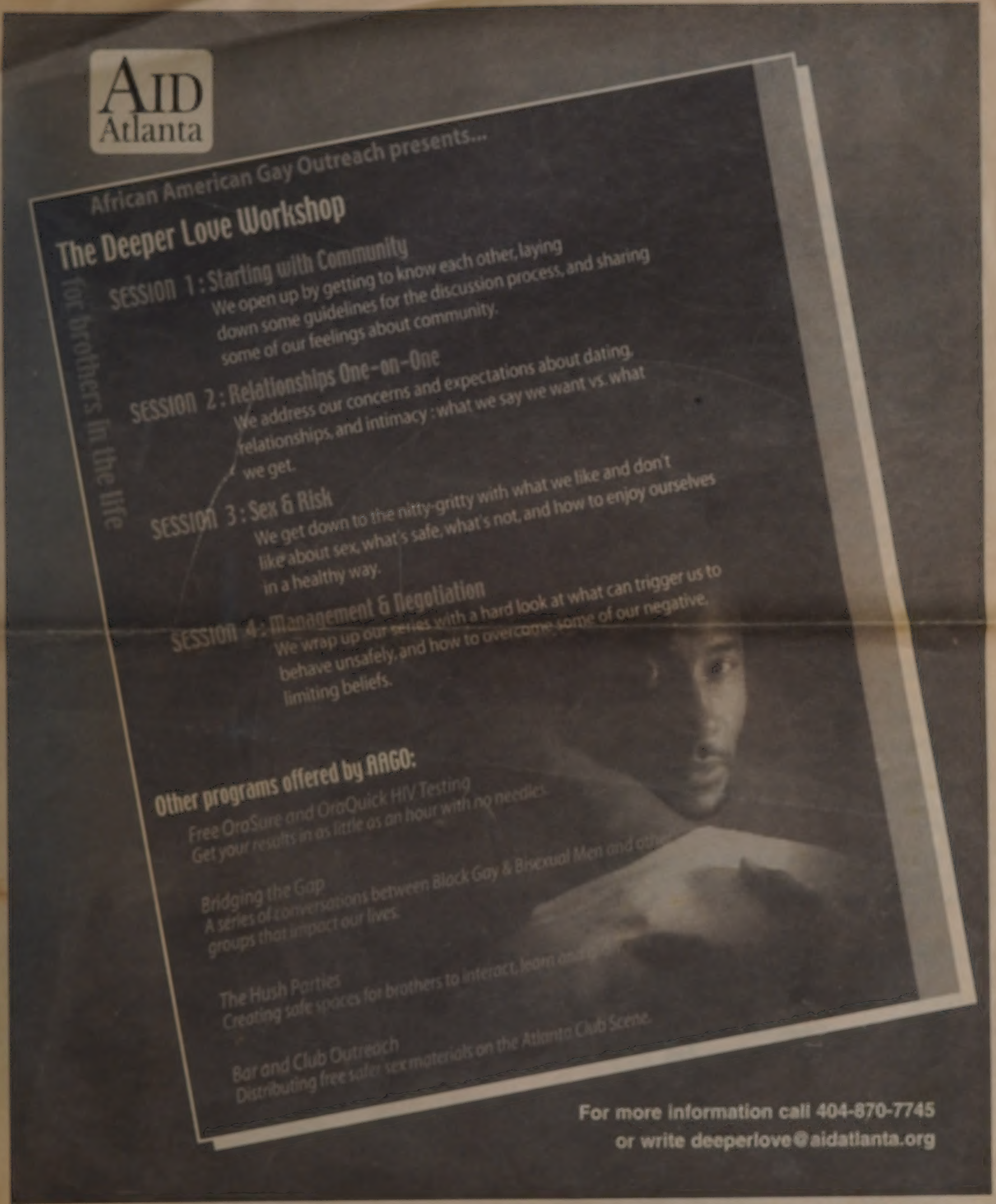
FREE HIV Education & Prevention Programming
Including seminars, personal experience speakers, and classroom or on-the-job presentations.

For more information, contact
The Deeper Love Project
404.870.7740
deeperlove@aidatlanta.org

AID Atlanta
www.aidatlanta.org

layout: emdesignsgroup.com | 404.230.2822

photo: malik m.l. williams | 404.808.6873



AID Atlanta

African American Gay Outreach presents...

The Deeper Love Workshop

for brothers in the life

SESSION 1: Starting with Community

We open up by getting to know each other, laying down some guidelines for the discussion process, and sharing some of our feelings about community.

SESSION 2: Relationships One-on-One

We address our concerns and expectations about dating, relationships, and intimacy: what we say we want vs. what we get.

SESSION 3: Sex & Risk

We get down to the nitty-gritty with what we like and don't like about sex, what's safe, what's not, and how to enjoy ourselves in a healthy way.

SESSION 4: Management & Negotiation

We wrap up our series with a hard look at what can trigger us to behave unsafely, and how to overcome some of our negative limiting beliefs.

Other programs offered by AAGO:

Free OraSure and OraQuick HIV Testing
Get your results in as little as an hour with no needles.

Bridging the Gap
A series of conversations between Black Gay & Bisexual Men and othe
groups that impact our lives.

The Hush Parties
Creating safe spaces for brothers to interact, learn and

Bar and Club Outreach
Distributing free safer sex materials on the Atlanta Club Scene.

For more information call 404-870-7745
or write deeperlove@aidatlanta.org

EVENT INFORMATION

EVENT SCHEDULE

12:30 p.m.

Sign-in opens! Turn in funds and pick up fundraising awards.

1:00 p.m.

Aerobic Warm-Up

Get your blood pumping and your feet ready to walk by stretching along with the warm-up team.

1:15 p.m.

Opening Ceremony

At the Opening Ceremony, walkers will hear inspiring messages from celebrities and community leaders. A powerful rendition of "You'll Never Walk Alone" will signal the beginning of the Walk.

2:00 p.m.

AIDS Walk Begins!

Get those walking shoes on for the 10-kilometer (6.2 mile) trek around Piedmont Park. Walkers will pass through three checkpoints featuring scrumptious and energy inducing foods, snacks, ice cream, juice and water.

At the finish line, each walker will receive a Seal of Completion and enjoy refreshments before returning to the AIDS Walk stage.

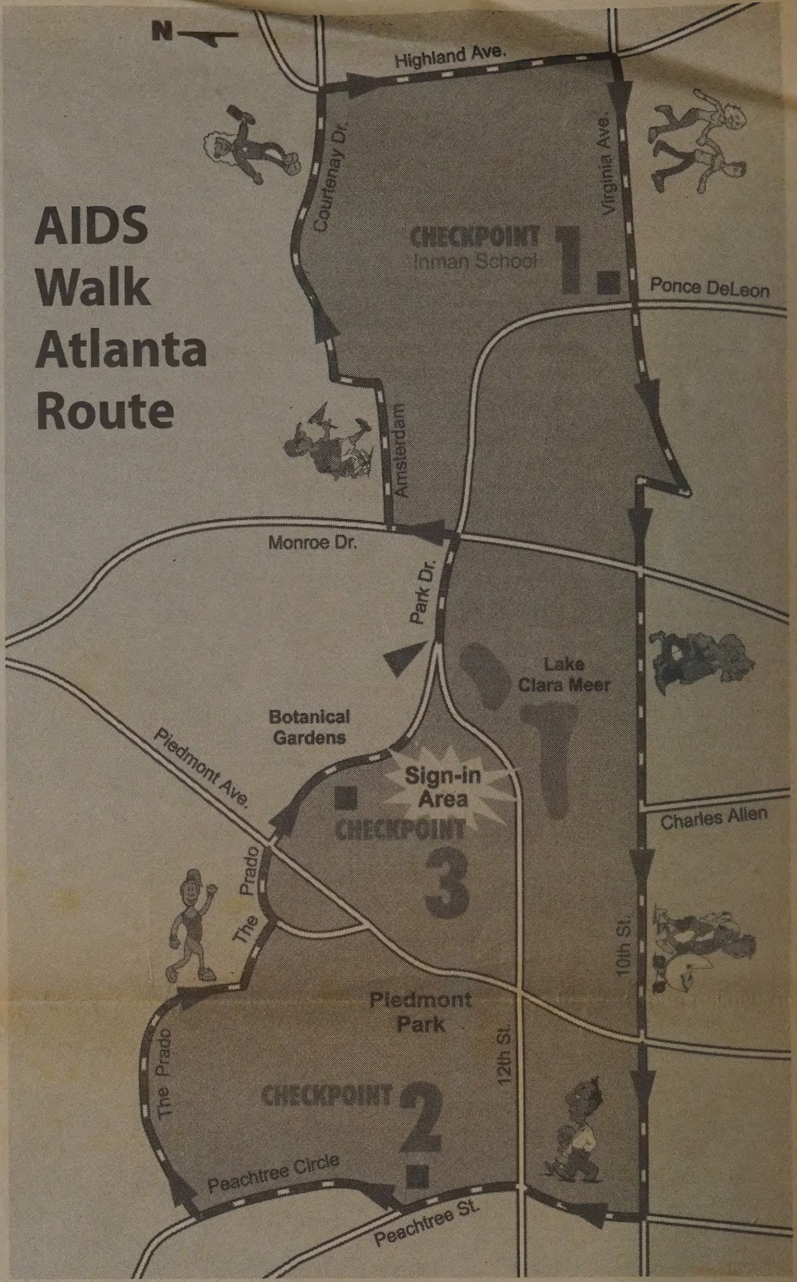
4:00 p.m.

Post-Walk Concert

Celebrate a job well done and relax to live entertainment at the AIDS Walk stage in Piedmont Park.

5:00 p.m.

Announcement of Results!



AIDS Walk Atlanta Route

N
Highland Ave.
Courtenay Dr.
Virginia Ave.
CHECKPOINT 1.
Inman School
Ponce DeLeon
Amsterdam
Monroe Dr.
Park Dr.
Lake Clara Meer
Botanical Gardens
Sign-in Area
CHECKPOINT 3
Piedmont Ave.
Charles Allen
The Prado
10th St.
Piedmont Park
12th St.
The Prado
CHECKPOINT 2.
Peachtree Circle
Peachtree St.

AIDS WALK ATLANTA PRODUCTION TEAM

MZA Events

Craig R. Miller, Producer

Serafina Palandech
Event Manager

Angie Hauser
Senior Team Coordinator

Chris J. Roberts
Office Manager

Jeanette Reposa
Team Coordinator

Robert Rogers
Production Assistant

Matty Lutes
Team Coordinator

Mehera May
Community Organizer

Sue Bowers
Team Coordinator

Cedrick Tucker
Receptionist

Lauren Booras
Receptionist

AND HUNDREDS OF AIDS WALK VOLUNTEERS

Walking in their memory: Loved, missed, but never forgotten

By Jeanette Reposa

AIDS has touched all Georgians in one way or another. Thousands of people participate in the AIDS Walk because of those they have lost; it is a way to remember them and continue their fight in the battle against HIV and AIDS.

Brian Peckinpaugh, Volunteer Manager at AIDGwinnett, walks in memory of his partner, Robert "Bobby" Guererro, who passed away June 27, 2003. Bobby was diagnosed with HIV in 1985 when he donated blood to the Red Cross. At that time, the world was still learning about this mysterious new disease and the Red Cross notified donors of their HIV status through a postcard in the mail.

Brian and Bobby met in 1992 at a religious camp in Kentucky that was supposed to rid people of their homosexual feelings. "It didn't work," Brian laughs. Instead, he and Bobby began a relationship.

Bobby was a chef for Universal Studios in Florida. Brian describes Bobby as a person who was able to push himself beyond his limits. He didn't let his lack of a college education or dyslexia hold him back; instead it made him more determined. Bobby was kind and generous, always smiling, and always willing to share himself.

Bobby volunteered at AIDGwinnett and the AIDS Survival Project, participating in outreach, prevention education and as a peer buddy. He wanted people to know that he was living with HIV and he wanted to educate people about HIV and AIDS. Even before Brian joined the AID Gwinnett staff, Bobby was always helping out.

Robert "Bobby" Guererro (above) and his contributions to the fight against AIDS are remembered by his partner Brian Peckinpaugh.

In a video made for AIDGwinnett months before Bobby lost his fight with AIDS, he is the first and last person to speak. "Today I have more of a respect for life," he says, going on to explain that his battle with AIDS pushed him to get more involved.

Losing Bobby has made Brian realize the importance of friends. Over 200 people showed up at Bobby's memorial service in Gwinnett to show their respect for the couple.

Brian says that Bobby's death was emotionally devastating and that nothing will ever be the same for him, which is why he continues to work in AIDS outreach. After 11 years, he comes home to an empty house, and has had to learn to do things for and by himself.

Bobby first participated in AIDS Walk Atlanta in 1997, and year after year, served as team leader for the AIDGwinnett team. He was unable to participate in the 2002 Walk because he was too sick. This year, Brian has registered Bobby for the Walk and set up a web page where friends and family can go online and make donations. Brian says that Bobby will be at the Walk with him this year in spirit.

Another life lost to AIDS is a familiar face from an AIDS Walk banner that lines the streets of Atlanta and reads: "I walk because my little brother doesn't believe it can happen to him." Morris Boze, Jr. was diagnosed with AIDS when he was 25 years old, and passed away ten years later, on August 25, 2002.

The quote on Morris' banner reflects something Morris often said after he was diagnosed HIV positive. He felt his younger brother lived a carefree life, and did not think AIDS could happen to anyone he knew.

Morris' parents started a team with AIDS Walk Atlanta this year in memory of their son. His mother, Bertha, says that while she had known people with AIDS before her son was diagnosed, it was his own battle that pushed her to educate herself and get involved in the cause.

Bertha describes Morris as a friend and a confidant, a good listener and trustworthy - people could go to Morris with any problem. Morris treated everyone the same and never looked for anything in return from anyone. He was a loving son, brother, and uncle.

Morris worked for AID Atlanta for three years, beginning as a receptionist and eventually becoming Facilities Manager before he passed away. He helped teach AIDS 101 classes and was involved in the annual Christmas party every year.

Morris was laid to rest in Miami and services were held in both Miami and Atlanta. His 9-year-old niece is making a panel for the AIDS Memorial Quilt with a picture of the two of them and a poem she wrote for her uncle. Bertha is also working on a panel in memory of her son.

"Loved, missed, but never forgotten." This phrase is inscribed on Morris' headstone and on the back of the Boze family's AIDS Walk t-shirts.

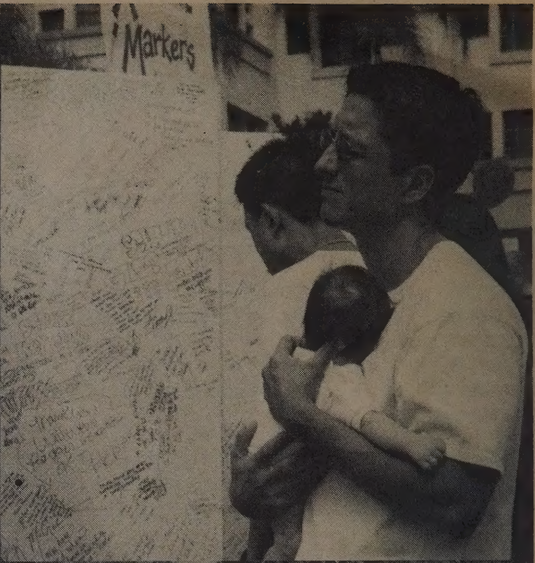
Morris Boze, Bobby Guererro and the thousands of others whose lives have been taken by AIDS live on in our memories, and will never be forgotten.

Congratulations!

AIDS Walk Atlanta Gold Teams 2002

1	Delta Air Lines	$27,679
2	The Atlanta School	$15,315
3	Alpha Kappa Alpha Sorority - Spelman College Sweet Mu Pi Chapter	$14,740
4	Publix	$14,039
5	Alston & Bird	$13,375
6	RICH's	$12,697
7	AT&T	$10,144
	Bank of America	$10,117
8	Federated Systems Group	$9,896
9	Hewlett Packard	$9,390
10	ChoicePoint	$7,563
	Cox Enterprises	$7,546
11	St. Paul of the Cross Catholic Church	$7,383
12	Starbucks	$6,884
13	The Oscar's Atlanta	$6,482
14	First Metropolitan Community Church	$6,426
15	Centers for Disease Control & Prevention	$6,357
	Gap, Inc.	$6,329
	The Red Chair	$6,305
16	Deloitte & Touche	$6,164
17	Earthlink, Inc.	$5,614
18	S. L. King & Associates, Inc.	$5,480
19	BellSouth	$5,244
20	Volunteer Fulton	$5,139

EDWARD DUNN
a Grand man



REGISTER TODAY!

404-876-WALK

www.aidswalk.net

ΚΑΨ
UNIVERSITY OF
ΔΣΘ
AIDS WALK
ΚΑΨ